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ABSTRACT

The sixth of nine volumes (EC 114 401-409) contains nine newsletters and sample information materials from the National Institute on New Models for Community Recreation and Leisure Programs for Handicapped Children and Youth. Newsletters focus on regional meetings and issues such as the recreation implications of P.L. 94-142, the Education for All Handicapped Children Act. Among additional information included in the report are sample press releases, meeting announcements, and materials request forms. (CL)

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ED168282

Institute Report #8

National Institute on Community Recreation for the Handicapped-
A Project Funded by the U.S. Bureau of Education for the Handicapped

Newsletters of the National Institute

Newsletters, Notices and Special Papers Disseminated in Conducting the National Institute on New Models of Community Based Recreation and Leisure Programs and Services for Handicapped Children and Youth

Compiled by Dr. John A. Nesbitt, Mrs. Geri M. Bjork and Ms. Carla Caudill

Papers and Reports on:

*Institute Logo
*Newsletters of the National Institute - No's. 1-9
*Information Materials
*Typical Special Meeting Announcements and Programs
*Special Assistance to the Colorado Therapeutic Recreation Society
*Materials Request Forms
*Audio-Visual Aides Prepared for the National Institute on Community Based Recreation and Leisure Programs and Services for Handicapped Children and Youth

Recreation Education Program
University of Iowa
Iowa City, Iowa 52242

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1978

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The University of Iowa
Iowa City, Iowa 52242

Recreation Education Program

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Logo

National Institute on New Models for Community
Recreation and Leisure for Handicapped Children and Youth

July 7, 8 and 9, 1976
Iowa City, Iowa

BEH COMMUNITY RECREATION FOR HANDICAPPED MODELS PROJECT
Dr. John A. Nesbitt, Project Director
Recreation Education Program
University of Iowa
Iowa City, Iowa 52242 Tel. 319/353-6805 (08, 07)

Regional
Institute
Newsletter
July 15, 1976
No. 1-1-1-1-1

Thank You and You and You

I wish to take this opportunity to thank everyone who participated for the contributions that they made to this effort to develop Community Recreation for Handicapped. All of us have continually speculated about the vast needs and the vast opportunity for service that exists in Community Recreation for Handicapped. But, from the comments that have been made I believe that we all benefitted greatly from the increased awareness that resulted from the National Institute; and more importantly, I believe we were all stimulated and inspired by our gathering.

Also, I wish to say thank you for the many compliments that were given to the staff. As you acknowledged during the Institute a tremendous amount of work was needed during the last three months to develop materials, conceptualization, communication, planning, and so on. And the 'grit' work was accomplished by the support staff, right down to the last pre-institute day.

Random Notes

Since July 9...John Cogley has called in with the first firm dates for a special Community Recreation for Handicapped program for September 22, 23, and 24...Janet Pomeroy has turned over 360 slides of the San Francisco Recreation Center for the Handicapped so that we can select slides for publications and for slide presentations... Brad Meyer (the large bald fellow who came by the Institute twice during the proceedings) has attended a meeting of the Regents of the University of Iowa, Iowa State and Northern Iowa delivering demands that the three campuses be made accessible to handicapped... Joe Teaff is going ahead full bore with conceptualization and information collection for the Leisure Assessment and Plan that was studied in the Task Force on that topic... I will be preparing a statement which combines my statement of May 12 on Leisure Assessment and Planning (before the U.S. Bureau of Education for the Handicapped National Advisory Committee on the Handicapped) and the 'definition' that Joe developed (and was distributed at the National Institute) for the purpose of submitting this combined statement to the BEH (to Mr. Tom Irvin), the BEH National Advisory Committee, etc..."Play, Recreation and Leisure for People Who are Deaf-Blind" is being printed this week and individual copies will be sent to everyone associated with the National Institute...western Iowa is suffering a dry spell but here in eastern Iowa we got an inch of rain the other day so everything remains green and growing...initial calls back from participants indicate that everyone got home without any problems...we have not heard further from Grace Reynolds but I will be in touch with her in the next few days...

Institute Visitor

This week we received a three day visit from Mr. Martin Jooster, Senior Lecturer, University of Pretoria, Pretoria, Republic of South Africa. He was fascinated by our 'models' information and materials and we will put he and his colleagues on our mailing list. The Project currently receives the bi-lingual magazine Rehabilitation from South Africa.

"Faculty" of the National Institute

On July 9, I discussed the idea of designating members of the National Institute as "faculty" with Bill Hillman and he suggested that this title "faculty" carried the 'tone' of what we had in mind for the participants and the key people who will be involved in the Regional Institutes. Attached is a preliminary list of the Faculty. We will add a few names after we have had time to check with them. But, this is the list that we will publish in the first National Institute brochure. If anyone has any additions, suggestions, or comments, please let us know.

Turn in Workbooks

There are one or two workbooks that have not been turned in. I must remind you that we want brochures to start being distributed within six to eight weeks. If we are going to maintain this schedule we must have all input. As I said in an earlier note, we prefer that you put your best ideas down on paper in brief, concise form and give them to us with the proviso that further information will follow.

Pending to Receive

We have been in touch with Denny Vinton at the University of Kentucky. He is sending information on his plan for the development of competencies in outdoor recreation. We have also been in touch with Steve Brannan at Portland State in Oregon and he is sending information on the Leisure Education curriculum that he has been developing.

Plan for Region 2-Coordinated by John Cogley

Regarding Region 2, (Colorado, Utah, Wyoming, Nebraska and Kansas), John Cogley has been working with the President of the Colorado Park and Recreation Society, Ms. Carol Ihli, Fort Logan Mental Health Institute, 3520 West Oxford, Denver, Colorado, Tel. 303/761-0220, Ext. 268.

The situation in Colorado is one calling for immediate action. Only about four cities have community recreation programs for handicapped and Denver, for example, even though a major city has a very small staff.

Tentatively, John has arranged for a keynote address on Community Recreation for Handicapped before the State Conference, Sept. 22-24, for the first day Sept. 22. Planning is underway to go right into a half-day or one-day replication. (Of course, John and I will necessarily have to fly out the latter part of the day, Sept. 22, to attend the National Consortium meeting in Portland).

The site for the Colorado State Conference will be Keystone, Colorado. Tentatively, I plan to arrive in Denver on 20 September late in the day, spend 21 September with John and Gene Van Blaircom who is director of the Denver Community Recreation Program for the Handicapped and then make a presentation at the state conference on Sept. 22 in Keystone.

I am preparing a mailing list now for John Cogley and Carol Ihli consisting of State TR Section Chairmen and Chairwomen as well as the Members of the NTRS Community Based Recreation Committee for the states of Colorado, Utah, Wyoming, Nebraska and Kansas. (You will recall that Cliff Seymour and Joe Teaff suggested that they take New Mexico into their region.) We will send this mailing list to John, Carol and the NRPA Regional Director, Frank Cosgrove, and as soon as some type of a program is drawn up we will send from your Project office special letters of notification and invitation.

The titles are not completely worked out but my participation and the half-day or whole-day sessions on community recreation for handicapped will have some kind of a "Regional Institute" title.

PLEASE NOTE-IMPORTANT

Something that I meant to mention at the National Institute but didn't was the suggestion that whenever possible, Regional Coordinators should attempt to call on as many local people as they can to make presentations, lead discussions, etc.

While John Cogley and I will be leaving the Colorado State Conference very shortly after the Keynote Address (this is what we are planning tentatively) we believe that the Training Materials that will be left with the local people and the local speakers will carry the meeting completely.

REMINDER ON TRAINING MATERIALS

Please let me remind you that the Training materials that I am preparing will be inform of workbooks, self-evaluation questionnaires, etc., that Trainees can react to, can discuss, can base planning on, etc. So. in planning your Regional Training Institutes, be sure to plan to use as many local people as possible and plan that they will react to training materials rather 'ingest gospel.'

BEH COMMUNITY RECREATION MODELS PROJECT
Dr. John A. Nesbitt,
Project Director
The University of Iowa
Iowa City, Iowa 52242
Telephone: 319/353-6808

Regional
Institute
Newsletter
July 21, 1976
No. 2-2-2-2-2

Tentative Schedule and Preliminary Plans

Based on Planning Committee work July 7-9, recent calls and recent letters I have been able to put together the following Tentative and Preliminary Schedule and Plan.

I have tried to assign NOT SET DATES for various conferences to about the month where I believe they will occur so that I have some kind of schedule for sending A/V material, attending meetings, etc. Regarding the NOT SET DATES AND PLACES get those to me as soon as you can.

Again, this is a preliminary plan. There are more names and dates to be plugged in. Send your ideas and suggestions.

Tentative Plan for Training - By Region or Subject

The tentative plan for training is as follows:

Training Activity	States-Area	Dates	Associated Meeting	Place	Personnel
Region 1	NW	Spring 1977	District NRPA	None Stated	Ebbert
Region 2	WC	Sept. 22-24, 1977	State Conference	Keystone, Co.	Cogley
Region 3	NW-N	April 1977	Mid-West TR Sym.	Moline, Ill.	Hitzhusen, Rieks, Maddy
Region 4	MW-E	April 1977	Mid-West TR Sym.	Moline, Ill.	Gunn, Peterson
Region 5	NE	April 17-20, 1977	NRPA District	Maryland	Shivers, Boulos, Barney
Region 6	EC	Fall 1976 Spring 1977	State Conference	Various	Jordan
Region 7	SE	Spring & April 3-7, 1977	District & State	Savannah & Various	Meyers
Region 8	S	Spring & April 3-7, 1977	District & State	Savannah & Various	Studstill, Labanowich, Forman
Region 9	SC	March 7-11 and Spring 1977	NRPA District	Various	Seymour, Teaff Vaughan
Region 10	SW	Feb. 29- Mar., 1977	NRPA District	Anaheim	Pomeroy, Tague
Consumer Seminar		Aug. 24, 1976	None	Wash. D.C.	Hippolitus
NRPA-NTRS		Oct. 17-25, 1976	NRPA Congress	Boston	Vaughan
Rural Seminar		None set - Nov. 1976	None	So. Univ.	Seymour
Urban Institute		Spring 1977 (Tent.)	Eastern TR Symp.	Wash. D.C.	Park, Kelley, Ellis
Assessment Seminar		Jan. 1977, Tent.	None	None set	Project Staff
Commercial Seminar		Feb. 1977, Tent.	None	None set	Hippolitus

Tentative Schedule of Training Meetings - By Date

August	
24	Consumer Seminar, Washington, D.C.
September	
22-24	Region (WC), Keystone, Colorado
24-25	National Consortium PER Handicapped, Portland, Oregon
October	
17-25	NRPA-NTRS Congress/Institute, Boston
November mid-month	Rural Seminar, Louisiana
December	
2-3	Deaf-Blind Workshop, NE Region, NY
January	
24-25	Assessment Seminar, Iowa City
February	
Not Set	Region 6 (EC)
Not Set	Commercial Seminar
29-Mar. 3	Region 10 (SW), Anaheim
March	
7-11 not set	Region 1 (NW)
	Region 9 (EC), open
Not Set	Urban Insitute
April	
Not Set	Region 3 (MW-N), Moline
Not Set	Region 4 (MW-E), Moline
3-7	Region 7 (SE), Savannah, Ga.
3-7	Region 8 (S), Savannah, Ga.
17-20	Region 5 (NE), Maryland

Region 1 (Northwest)

Alaska
Idaho
Montana
Oregon
Washington

Replication Coordinator:

Cathy Andres Ebbert

Members of Committee:

Seattle Parks and Recreation, Washington
King County Parks and Recreation, Seattle, Washington
Nampa State School Idaho
University of Oregon - Fred Martin, Larry L. Neal
East Washington State College, Cheney, Washington
Alaska, Claudia Sales Pascal
Montana
Doesnbeecher Children's Hospital, Portland
Grace Reynolds, Project Aquatics
Steve Brannan, Portland State University

Liaison With:

NRPA Regional Director - Charles Reitze

Other - Washington Association for Retarded Children
State Bureau of Developmental Disabilities
Fort Steilacoom COmmunity College

Date of Replication: Spring, 1977

Name of Associated Meeting: NRPA District 1972

Recommendations/Guidelines for Project Staff:

Need involvement with Montana, Alaska
Program and Funding with Parks and REcreation Departments
Institute materials available
Use Pacific Northwest staff for resources, primarily

Specific Deadlines to be Met (when and what):

August 1, 1976 - program Chairman of NRPA, committee chosen

Other Comments:

Are any funds available?? NW District NRPA will not be able to provide any money even for programs, lunch for participants?? (Answer: No funds except for printed materials, letter writing, Dr. Nesbitt travel)

Region 2 (West Central)

Colorado
Kansas
Nebraska
Utah
Wyoming

Replication Coordinator:

Mr. John Cogley

Members of Committee:

Ms. Carol Ihli, Fort Logan Mental Health Institute, 3520 West Oxford, Denver, Colorado, 303/761-0220, Ext. 268. Resident for the Colorado Park and Recreation Association.

Liaison With:

NRPA - Frank Cosgrove

Date of Replication:

September 22-24, Start BEH Models of Sept. 22

Name of Associated Meeting: Colorado State Park and REcreation Association State Conference

Place of Associated Meeting: Keystone, Colorado

Recommended Guidelines:

1. Compile names and addresses of key TR personnel in the Region and send invitations to attend. Because of geographical problems, non-Colorado participation may be limited.
2. Prepare materials, AV, etc. for keynote address at state conference.
3. Plan to arrive in Denver around the 20th of September for on-site visit in Denver City Recreation for Handicapped Program Director, Gene Van Blaircom.
4. Plan to leave from Keystone and fly directly to Portland for the National Consortium Conference.

Region 3 (Midwest - North)

Iowa
Minnesota
Missouri
North Dakota
South Dakota

Replication Coordinator:

Jerry Hitzhusen
Ralph Rieks

Members of Committee:

Randy Vessell
Malcolm Chamberlain
Marty Gadell

Date of Replication: April, 1977

Name of Associated Meeting:

Midwest Symposium on TR

Date of Associated Meeting: April, 1977

Place of Replication: Moline, Ill.

Place of Associated Meeting:

Moline, Ill.

Recommendations/Guidelines for Project Staff:

1. Mini-Conference before Midwest Symposium on Community Recreation for Handicapped.
2. Small planning group of 5 to 6 persons from represented states

Specific Dealines to be Met (when and what):

September Meeting - Iowa, Missouri, North and South Dakota
December, 1976 Final Program Developed for Symposium

Other Comments:

1. Illinois State Conference is in November - 18, 19, 20, 21
2. November 19, Chicago (Jerry Hitzhusen to attend).

Region 4 (Midwest - East)

Illinois
Indiana
Ohio
Wisconsin

Replication Coordinator:

Dr. Scout L. Gunn
Dr. Carol A. Peterson

Members of Committee:

Barb Sternfeld
Kevin Kendrigan
Dr. Marsha Carter
Dr. David Austic
Gloria Hoeft

Date of Replication: April, 1977

Name of Associated Meeting: Midwest Symposium

Date of Associated Meeting: April, 1977

Place of Replication: Moline, Illinois - Quad Cities

Place of Associated Meeting: Moline, Illinois

Recommendations/Guidelines for Project Staff:

1. Mini-conference on the day prior to the Midwest Symposium
2. Small committee of 6 persons attending the National Institute to plan (from representative states)

Specific Deadlines to be Met (when and what):

1. Dec. 1976 planning completed on mini-conference
2. Meeting of region rep. in Nov. 1976 in Chicago (Nov. 19th - afternoon)

Region 5 (Northeast)

Connecticut
Maine
Massachusetts
New Hampshire
Rhode Island
Vermont

Replication Coordinator:

Jay S. Shivers
Karen Boulos
Beth Barney

Liaison With:

NRPA Regional Director
State Representatives; TR Societies and Sections; and/or State Parks and Recreation

AAHPER Personnel
Dorothy Mullens

Date of Replication: New England Conference

Name of Associated Meeting: TR Society

Place of Replication: Maryland, April 17, 1977

Recommendations/Guidelines for Project Staff:

1. Contact and contract
2. Distribute pre-conference material
3. Arrange resource room and persons
4. AV materials from Project
5. On going committees for consultation from resource people
6. Evaluation of session, periodic follow up

Specific Deadlines to be Met (when and what):

1. One-month prior to session survey sent to determine area needs and problem areas.

Other Comments:

1. A strong effort to simplify materials will be made for easy use.

Region 6 (East Central)

Delaware
New Jersey
New York
Pennsylvania

Replication Coordinator:

Jerry Jordon

Liaison With:

NRPA Regional Director
Dottie Mullen

We plan to coordinate replication programs with state conferences and other existing training programs. Will be in contact.

Region 7 (Southeast)

Maryland
North Carolina
South Carolina
West Virginia
Virginia

Regional Coordinator:

Mr. Lee Meyers

Liaison With:

NRPA
Mr. Thad Studstill

Date of Replication:

1. In conjunction with the NRPA District Conference, April 3-7, 1977
2. At various state meetings and in Savannah, Georgia

Recommendations:

1. Send information on to Mr. Lee Meyer. He will coordinate with Mr. Studstill, etc.
2. Plan for, provide information and materials for a series of presentations at state conferences.
3. See general calendar of meeting dates, etc.

Region 8 (South)

Alabama
Florida
Georgia
Kentucky
Mississippi
Tennessee

Regional Coordinators:

Mr. Thad Studstill
Dr. Stan Labanowich
Mr. Max Forman

Liaison With:

NRPA - Mr. Studstill

Date of Replication: April 3-7, 1977

Name of Associated Meeting: NRPA District Conference

Place: Savannah, Georgia

Recommendations/Guidelines:

1. The information provided is based on discussion during the National Institute
2. Mr. Studstill will be meeting with other NRPA District Directors in late July or August in Washington, D.C., at which time he will have an opportunity to discuss the BEH Community Models project with all directors.
3. Additional information, dates of NRPA District Meetings will be sent by Mr. Studstill in the near future.

Region 9 (South Central)

Arkansas
Louisiana
New Mexico
Oklahoma
Texas

Replication Coordinators:

Cliff Seymour, Chairman, Leisure and Recreation Services, Southern University; Joe Teaff, Assistant Professor, Texas Woman's University, Denton, Texas; Jackie Vaughan, Abilene, Texas.

Members of Committee:

Texas, TR Section President, Texas Recreation and Park Society
Louisiana, Louisiana TR Section, Louisiana Park and Recreation Society
New Mexico, Kristy Cusack, Supervisor of TR - City of Albuquerque
Oklahoma, TR President, Oklahoma Parks and Recreation Society
Arkansas, President of Arkansas Recreation and Park Society

Liaison With:

NRPA Regional Director: Frank Cosgrove, Western Service Center, Colorado Springs, AAHPER Personnel: Clifford Seymour

Date of Replication: March 1977, Southwest District Conference

Recommendations/Guidelines for Project Staff:

Replications are planned for Louisiana, Texas and Oklahoma drawing upon local resources and using state society annual meetings as sites.

Region 10 (Southwest)

Arizona Hawaii
California Nevada

Replication Coordinators: Janet Pomeroy and Jean Tague

Members of Committee:

Sue Sygall, Director of Recreation Program
Jan Parkers, San Carlos Recreation and Park Dept.
Charles Dougherty, San Jose Recreation and Park Dept.
Shirley Hoikawa, LA. Co.
Mary Jo Froehle, Anaheim

Liaison With: NRPA Regional Director: Charles Reitz

Other Regional Replications: Association of Retarded Children

Name of Associated Meeting: California and Pacific SW Annual Park and Recreation Conference

Date of Associated Meeting: Same as above

Place of Associated Meeting: Disneyland Hotel

Recommendations/Guidelines for Project Staff: 1. That all tapes and published materials from National Conference be available by Feb. 1, 1977.

Other Comments: We have requested time on the conference program. When we know how much time we have our committee will pick the priority topics to be included in the session and identify speakers etc. We would like to

use University of Iowa National Conference materials but we feel we should use local speakers - people who are actually involved in running community programs for special populations.

Consumer Seminar on Leisure Education, Leisure Counseling Leisure Careers (Guidance and Training) and Employment in Leisure Service Occupations.

Coordinator: Paul Hippolitus
Resources: Sue Sygall
Stan Labanowich
Donald Hawkins
Steven Brannan
Pete Verhoven
David Compton
Dave Park
Pat Thobin
Harold Snider
Robert Overs
Julien Stein
William P. McCahill
Donald V. Wilson
(sub) Committee on Recreation and Leisure on U.S. President's Committee on Employment of the Handicapped
Dr. Herbert Goldstein, Yeshiva Staff of President's Committee on Employment of Handicapped Disabled in Action

Liaison With:

NRPA - Yvonne Washington
AAHPER - Julien Stein
CEC - William Shippers

Date of Meeting: August 26, 1976

Place of Meeting: - Offices of U.S. President's Committee on Employment of the Handicapped, Washington, DC: or, New York City Area re Disabled in Action Groups

Recommendations/Guidelines:

1. Hold to one-day.
2. Have only 3 or 4 professionals (one person each topic) presenting one-page papers for reaction of consumer representatives, i.e. blind, deaf, physicall handicapped, etc.
3.

Topics	Speaker
Leisure Education.....	Donald Hawkins
Leisure Careers.....	Pete Verhoven
Leisure Counseling.....	David Compton

4. Objectives is to obtain Consumer Reaction, positive and negative. Based on reaction to formulate plans for:
   A. Modification, research
   B. Dissemination of Information
   C. Consumer Groups involvement, use of new services, etc.
   D. Roles/functions of various groups relative to new models (groups, e.g., NRPA, AAHPER, PCEH, etc.)

Training Session on Community Recreation for Handicapped at National Congress of National Recreation and Park Association

Coordinator: Jackie Vaughan
Resources: Dick Stracke
Yvonne Washington
David Compton

Liaison With:

NRPA - Yvonne Washington
AAHPER - Julien Stein
NCPERH - Kay Ellis
CRL/PCEH - Paul Hippolitus

Date: October 17-25, Sometime

Associated Meetings:

1. NRPA Annual Congress
2. NTRS National Institute

Place: Boston, Mass.

Comments:

1. This activity was reviewed by Jackie Vaughan and John Nesbitt during the National Institute in Iowa City, July 7-9, 1976.
2. The National Insitute will:
   A. Put all NTRS "Community-Based Recreation Committee Members on Basic Mailing List for Materials.
   B. Encourage NTRS Committee to use any/all Project Materials.
   C. National Institute will assist NTRS Committee in any way possible, e.g. serve on NTRS Committee, conduct special surveys, for committee, etc.
   D. State TR Section and NTRS Committee Members will be invited to respective Regional Institutes.
3. Information on Oct. 17-25 Program (including NTRS National Institute and Sessions on Community Recreation) has not come from Yvonne Washington's office. Information is awaited.
4. Situation re program was discussed with David Compton on July 15, Dr. Compton will discuss with Yvonne Washington and relay messages to Jackie Vaughan and John Nesbitt about status of NTRS National Institute Program and Community Recreation Training.

Seminar on Rural Programs

Replication Coordinator: Clifford T. Seymour, Chairperson Leisure Representative, Southern University

Members of Committee: Jerry Hitzhusen, TR Extension Specialist, Missouri

Liaison With: NRPA - Frank Cosgrove - Western Service Center - Colorado Springs - AAHPER - Clifford Seymour

Date of Meeting: None Set

Place of Replication: Southern University

Recommendations/Guidelines for Project Staff:

1. Meeting will be held at Southern University.
2. Meeting will be small, expert group of maximum of 15 people.
3. Mr. Jerry Hitzhusen and any other known state extension or rural area/small community recreation for handicapped consultant will be invited to attend. Mr. Jerry Hitzhusen's program and insight will be primary focus.
4. Primary aim will be to consolidate knowledge and experience or write a brochure and disseminate brochure to all states.
5. Desired outcome:
   A. State extension agencies provide TR consultant.
   B. Provide basic models for rural area/small community program.
6. Problems/Issues
   A. Finding funds for rural area/small communtiy programs.
   B. Identifying existing programs and services.
7. Check into assistance from University of Illinois.

Urban Programs Institute

Replication Coordinator: David Park

Members of Committee:

Helen Jo Mitchell Hillman
Jerry Kelley
Kay Ellis
Ann Swisher

Liaison With:

NRPA - Yvonne Washington
AAHPER - Julien Stein
CEC - William Shippers
Other - Paul Hippolitus
Conrad Casey
Fred Kraus
White House Staff

Date of Meeting: Same as Eastern TR Symposium

Name of Associated Meeting: Eastern TR Symposium

Place of Institute: Washington, D.C.

Seminar on Leisure Assessment and Plan, Leisure Settlement and Leisure Guidance/Counseling

Coordinators: Models Project Staff

Liaison With: Dr. Chet McDowell
University of Oregon

Resources: Dr. Robert Overs

Dr. Joe Teaff,
Texas Woman's Univ.

Date: None Set

Place: Not Determined

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Seminar on Commercial Recreation's Role in Meeting Leisure Needs of People Who Are Handicapped

Coordinator:

Paul Hippolitus

Resources:

Contacts, 1976 Annual Meeting U.S. President's Committee on Employment of the Handicapped.

Staff and Members of U.S. PCEH

Liaison With:

NRPA - Yvonne Washington
AAHPER - Julien Stein
CEC - William Shippers
Other - AMF
IBM (William S. Johnson and W. Seeley)
William P. McCahill

Date: None Set

Place: Washington, D.C. or Chicago, or New York, etc.

Comments: General idea only under consideration at present time.

BEH COMMUNITY RECREATION FOR HANDICAPPED MODELS PROJECT
Dr. John A. Nesbitt, Project Director
Recreation Education Program
The University of Iowa
Iowa City, Iowa 52242 Tel: 319/353-6805

Regional
Institute
Newsletter
September 9, 1976
No. 3-3-3-3-3

Printing Materials

We have run into a holdup on printing relative to taking bids. We had taken bids in April but new policies came into play and a solution for the first brochure was worked out just this week.

Processing Responses

All National Faculty responses to the Workbook and Syllabus instruments have been tabulated and add-delete-change recommendations have been written up. We have completed and sent to the printer the Goals Statement, the Compilation of Activities, the Leisure Assessment and Plan Statement, and the Evaluation Form. A modified version of the Delivery System Description has also gone to the printer for use in Colorado and Boston.

New Dates and Planning for Regional Meetings

Generally, I have not received any additional information from National Institute Faculty on dates, plans, etc. If there are any new developments, please let me know.

Please Note: We have five copies of Julien Stein's "How to Conduct Workshops" guide for National Faculty who are coordinating regional meetings. If you did not get one of the guides during the National Institute, please let us know and we will send you a copy. We purchased enough copies of the guide to provide one for each Regional Institute.

Activities-Underway and Upcoming

Date(s)	Activity	Location
Sept. 8	Planning Meeting-Project Aquatics Mainstreaming (Dr. Nesbitt, member of Planning Committee)	NEA Bldg., Washington, D.C.
Sept. 9	Business Meeting of Committee on Recreation & Leisure U.S. President's Committee on Employment of the Handicapped (Dr. Nesbitt, chairman of CRL)	PCEH offices, Washington, D.C.
Sept. 10	BEH Models Project Institute on Consumer Leisure Competency Models (Dr. Nesbitt, moderator)	PECH offices, Washington, D.C.
Sept. 21 & 22	Denver & Ft. Logan consultations on BEH Community Recreation for Handicapped Models (Mr. Cogley and Dr. Nesbitt, consultants)	Denver & Ft. Logan, Colorado
Sept. 23	Colorado Park & Recreation Assn. Conference Plenary Session--training presentation on BEH Community Recreation for Handicapped Models (presentations by Mr. Cogley & Dr. Nesbitt)	Keystone, Colorado

Sept. 24	Annual Meeting of National Consortium on Physical Education and Recreation for Handicapped (Leon Johnson & John Dunn report that 100 people are expected; Joe Teaff & Dr. Nesbitt will present information on Leisure Assessment & Planning for the Handicapped Child)	Portland, Oregon

Date(s)	Activity	Location
Sept. 25	TENTATIVE - Central District of American Alliance for Health, Physical Education and Recreation (Dr. Nesbitt, presentation on PL-142)	Cheyenne, Wyoming
Oct. 19	NRPA National Congress - NTRS Educational Session on Non-Clinical (Community) Recreation Programs for Handicapped (presentations by Ms. Jackie Vaughan & Dr. Nesbitt)	Boston, Mass.

BEH COMMUNITY RECREATION FOR HANDICAPPED MODELS PROJECT
Dr. John A. Nesbitt, Project Director
Recreation Education Program
The University of Iowa
Iowa City, Iowa 52242 Tel: 319/353-6805

Regional
Institute
Newsletter and
Quarterly Report
No. 4-4-4-4-4-4-4
October 13, 1976

Part I - Training

Institute on Consumer Leisure Competency Models Washington, D.C., September 10, 1976.

Paul Hippolitus organized the First Models Project Institute in Washington, D.C. on Sept. 9. It was the

Seminar on Handicapped Consumer Leisure Competencies

Conducted by the (Sub) Committee on Recreation and Leisure of the U.S. President's Committee on Employment of the Handicapped and the

BEH National Institute on New Models for Community Based Recreation Program of The University of Iowa.

Washington, D.C., September 9, 1976

Professionals participating in this Institute included David Compton, Jerry Fain, Helen Jo Mitchell Hillman, Jerry Kelley, David Park, Paul Hippolitus, and John Nesbitt. There were 10 spokesmen for handicapped who gave their reactions and responses.

Regional Training - Colorado, September 20-23, 1976

John Cogley of University of Northern Colorado, Greeley, organized an excellent, regional three-day training and consultation program consisting of the following:

1. Training Session, Denver, Fort Logan Mental Health Center, 66 participants, September 20; Coordinators: Carol Ihli and Jeff Duncan
2. Program Consultation, Colorado Springs, Colorado Springs Park and Recreation Department; Meeting consisting of Suzy Herbisan, Harry J. Vanik, Nancy E. Lewis, Bette Jo Wunderle, Sally Ann Elder, and John Cogley, September 21
3. Visit, Colorado Springs, Colorado School for Deaf and Blind
4. Consultation by phone, Colorado Springs, NRPA District Representative Frank Cosgrove re special effort in Arkansas, September 21
5. Consultation, Greeley, Colorado and Regional needs, September 21, John Cogley
6. Consultation by phone, Denver, Casandra Thomas, Colorado Therapeutic Recreation Society President, re establishment of a CTRS Task Force Community Recreation for Handicapped, September 22
7. Exchange Meeting, Greeley, University of Northern Colorado, Department of Recreation Faculty, September 22
8. Consultation, Keystone, Colorado, Needs and Program Development, Casandra Thomas, John Cogley, Marshall Banks, September 23
9. Training Session, during Colorado Park and Recreation Society 1976 Fall Conference, Keystone, presented before three branch (TR, Educators, Community) sponsored educational session, 42 participants, Sept. 23
10. Consultation, Keystone, Colorado, Needs, Program Development and Task Force, Executive Committee of C.T.R.S.; Attending: Ron Stevens-Greeley, Anita Magafus-Greeley-Univ.of Northern Colo., Judy Persoff-Denver General Hospital, Mary Ann Loeffler-Denver Gen. Hospital, Lynn Thompson-Children's Hospital, Kari Kiovsky-Children's Hospital, Sandy Thomas-York Street Center

Reactions to Colorado Training:

The idea of initiating, expanding or improving community recreation for handicapped was well received in training and consultation sessions. However, the local personnel perceive the situation as one calling for considerable development. The idea of establishing a Task Force on Community Recreation for Handicapped was well received. (See attached draft statement, "Task Force".) If successful, this task force may prove an effective procedure for statewide development in other states.

The four models, list of activities, evaluation form and delivery systems workbook were, on appearance, well received. The overhead transparencies were almost too light to read. They need to be redone. The slides compiled to illustrate community recreation for handicapped need to be re-edited and a script written. Brief descriptive materials in the form of handouts need to be prepared.

There appeared to be limited use of information systems/services such as IRUC or current documents.

In general, the models project seemed to be very timely in Colorado. The consideration of the Task Force on Community Recreation for Handicapped is certainly a major achievement and may well result in an important demonstration of a new Support Services Model.

John Cogley is currently considering alternatives for training in the other states in this, his region. He will be actively involved in the Task Force.

Frank Cosgrove made various suggestions, in particular, he suggested the Arkansans are "ready" for the models project.

Resource Documents

1. Colorado Springs -

   A. (Proposed) "Pikes Peak Recreation Center of the Handicapped, Inc., Bylaws, Approved, August 27, 1975." (Center only under discussion and in long range plan at present time) 10 pp.

   B. "PPRCH...Pikes Peak Recreation Center for the Handicapped, Inc." (Newsletter) Vol. 1, No. 1, October 1975. 2 pp.

   C. "Handicapped Program Review", Colorado Springs Park and Recreation Department Recreation Division. 2 pp. (List of 10 programs and two summer camps for handicapped)

   D. "Proposal for Task Club Program", Association for Retarded Children. 14 pp.

   E. "Recreation Curriculum", Metropolitan State College, 250 West Fourteenth Avenue, Denver, Colorado, 80204. Furman C. Griffith Department of HPER, 8 pp.

   F. "Charter and Bylaw", Colorado Therapeutic Recreation Society, 6 pp.

Colorado Follow-up

1. Write Marshall Banks for information on "Living Trails," (Recreation Curriculum, University of Colorado, Boulder, Colo.)

2. Write University Northern Colorado for information on "Bo d-Blind Outdoor Living Development"

3. Write Sally Ann Elder for information on "Task Clubs" (Citizen Advocacy Coordinator, El Paso Association for Retarded Children, P.O. Box 4438, Colorado Springs, Colorado 80930)

4. Send Casandra Thomas information for the Task Force (up to 35 copies) such as Gary Robb's Massachusetts Model, CRL-PCEIL Cultural Festival, etc.

5. Respond to Furman Griffith's request for a reaction to the curriculum.

PART II - National Consortium

Regional Training Planning and Consultation: East, West, Midwest, and Rural, Sept. 23-25

During the Annual Meeting of the National Consortium on Physical Education and Recreation for Handicapped, Sept. 23-25, at Bowman's Lodge, Mt. Hood, Oregon, regional training consultations were held with Jean Teague, West, Cliff Seymour, South and rural, Jerry Hitzhusen and Scout Gunn, Midwest, Jay Shivers, East, and Jackie Stanley, New York Deaf-Blind. Also, a very important discussion was held regarding the implications for recreation of Public Law 94-142. This session provided an opportunity for recreation people to hear directly from Fred Humphrey, Bill Chasey and Don Hawkins about the writings of the 94-142 rules and regulations regarding recreation.

Further, consultations relative to the BEH Community Recreation for Handicapped Models Project and Leisure Assessment and Planning was undertaken with Joe Teaff, Dave Auxter, and Jay Shivers.

Planning: Jerry Harris was one of the new faces at the Oregon Consortium-NCPERH Conference. Jerry is currently working with the Oregon Department of Special Education Comprehensive Plan. During the Conference, Jerry requested information from other states on physical education and recreation input to planning. Dave Szymanski is sending him information on what we are doing here in Iowa; and anyone with pertinent information is encouraged to pass it to Jerry at the following address:

Jerry Harris
Res. & Training Center
in Mental Retardation
University of Oregon
Eugene, Oregon 97403

Models project information will also be sent to Jerry.

PART III - Project Administration

Personnel Changes

The following personnel have been employed on the Models Project. August 23 - Ken Zucker, M.A., Research Assistant on a three quarter time basis, former supervisor with the L.A. County Recreation for Handicapped Service. Sept. 1 - Mary Palmberg, M.A., formerly with The Univerisity of Iowa Health Services Research Center and Graduate College Examiner's Office. Sept. 20 - Nancy Huneke, B.S., formerly with The University of Iowa Crippled Children's Service.

Recently we heard from Ellen Mihalovich saying her family was happily settled in Columbus, Georgia and that she was job seeking. No news from Leslie Schaeffer in Texas. Randy Vessell is teaching full time at University of Missouri and Richard MacNeil is teaching full time here at The University of Iowa while pursuing his doctorate.

Status of Production of Materials

The following have been produced:

1. "Leisure Assessment and Plan" paper, 50 copies, ditto
2. "Goals of Community Recreation for Handicapped" paper, 50 copies, ditto
3. "Recreation Activities - New, Used and Adapted"(300 plus are listed), 250 copies, printed
4. Revised "12 Delivery Systems for Community Recreation for Handicapped", 250 copies, printed

5. Models, 250 copies each, printed:

a. "A Coordinated Approach to Community Recreation Services For Multiply Handicapped Adults", Philadelphia, Pennsylvania
b. "The New York Association for the Blind", White Plains, New York
c. "Recreation Center for the Handicapped, Inc.", San Francisco, California
d. "Leisure Center/Portland Parks and Recreation Department", Portland, Maine

Ken Zucker is editing (for spelling, syntax, tense, etc.) the responses that we received from the 18 model programs. Those are going to the printer as quickly as they can be typed. Four have been printed, six are being printed and eight are being typed.

Current Work on Materials

Guides - The responses to the 12 guides that were presented in instrument form (charter, goals, etc.) in the July Institute workbooks have been tabulated and all the comments have been typed. I am working my way through these, one by one, editing, structuring, etc. There is much more work than I expected and I can not at this time give an actual completion date for brochures, etc. However, it will be as soon as possible.

Audio-Visual - There are three basic pieces that we are now preparing:

A. Transparency Lecture Presentation - I wrote this, it was typed by Nancy Huneke and I presented it twice in Colorado. There were technical problems which Nancy is correcting.

B. 50-Minute Video-Tape - Ken Zucker is working on this and hopes to have it ready for Boston. But it may not be ready until the first of November.

C. Slide/Cassette Presentation - Janet Pomeroy has made her entire RCH slides available to us and Ken Zucker is preparing a lecture/briefing presentation using these slides.

D. Photos - Janet Pomeroy, Stan Labanowich and Ken Zucker have provided black and white photos which we will be using in printed materials.

If you have any black and white photos or slides you can share with us, please send them. A few of the photos and slides from the National Institute are usable and these will be used in brochures and slide presentations.

Current Project Work

1. Synopsis of Models - Ken Zucker tabulated the "program principles" section of the 18 models description and has written a brief synopsis which accompanies all the models.

2. National Institute Evaluation - Mary Palmberg has done the final rating tabulation and interpretation of her report for printing.

3. Colorado Training Evaluations - Mary Palmberg will tabulate these and write the interpretation during October.

4. Institute on Consumer Leisure - Paul Hippolitus and I are writing a draft report.

5. Grant Renewal - I spent parts of August and September writing the Models grant renewal. This is now being processed.

6. National Survey - Ken Zucker is tabulating the 70 responses that have been received. I will write the report in November.

Basic Mailing List

We have been compiling names and addresses on approximately 400 key people. We are planning to make general information mailings to this group.

PART V - Attachment A

Memorandum

To: Ms. Casandra Thomas, President
Colorado Therapeutic Recreation Society

September 22, 1976

From: Dr. John A. Nesbitt, Director
BEH Community Recreation for Handicapped Models Project

Re: Task Force on Community Recreation for Handicapped (Demonstration of State Planning for Community Recreation for Handicapped)

1. Co-Chair: President, Colorado Therapeutic Recreation Society and President, Colorado Park and Recreation Society

2. Goals: Development of Community Recreation for Handicapped (initiation, expansion and improvement)

3. Procedures: 1) Establish task force 2) Conduct status of programs survey (use Models instruments) 3) Compile findings 4) Each member identify needs, problems, set goals Develop plan for implementation 5) Conduct monthly information exchange meetings 6) Publish a newsletter every two weeks 7) Report montly to CTRS and CPRS executive councils

4. Members: Task Force members are CTRS and CPRS members working either in the community park and recreation department or institutional TR services who are appointed to the Task Force by the President of CTRS with the agreement of the director of parks and recreation of the community which they represent.

5. BEH Models Project support: 1) Direct mailing to entire Task Force of all Project materials 2) Liaison between national agencies and Task Force members, i.e., obtaining and repackaging materials for Task Force members 3) One consultation visit during 1976-77

6. Staffing: 1) Convenor--central location person to host monthly meeting 2) Secretary--a) maintain membership list b) compile and print reports c) prepare and distribute newsletter d) liaison with Models project, e) recording secretary for monthly meetings f) correspondence g) prepare and distribute newsletter every two weeks h) write report at end of initial phase of project

7. Expected outcomes: 1) Generally, limited initiation, expansion and improvement of program delivery is expected. 2) Generally, Task Force members may be able to report in narrative form on enhanced management of total program; enhanced ability to interpret needs, problems and goals; and enhanced planning and development ability.

8. Initial interest: 1) Models for community leisure settlement of people leaving institutions 2) State TR Extension Consultant 3) Implications of Public Law 94-142. 4) Numbers of handicapped in the community

Cities: Alamosa, Boulder, Colorado Springs, Denver, Durango, Fort Collins, Grand Jucntion, Greeley, Longmont, Loveland, Pueblo

Suburbs: Aurora, Arvada, Englewood, Lakewood, Littleton, North Glen

Colleges: University of Northern Colorado, University of Colorado, Metropolitan State College

PART IV - Current Calendar

Oct. 14	CARI-Impact Institute on Volunteer Leadership in Rural Areas and Small Communities, John Nesbitt, director, Gail Chadwick, coordinator, Creston, Iowa
Oct. 19	Community Recreation for Handicapped Paper, National Institute of the NRPA-NTRS, John Nesbitt, presentation of paper, Boston, Mass.
Oct. 20	Business Meeting of the (Sub) Committee on Recreation and Leisure of the U.S. President's Committee on Employment of the Handicapped, Sheraton Boston Hotel, 2-4 P.M., Boston, Mass.
Oct. 21-22	Public Hearings, U.S. Architectural Barriers and Transportation Compliance Board, Sheraton Boston Hotel, 9-4 each day, Harold Russell and John Nesbitt scheduled for testimony the morning of Oct. 22
Nov. 11	CARI-Impact Institute on Arts and Crafts in Rural Areas and Small Communities, John Nesbitt, director, and Gail Chadwick, coordinator, Sioux Center, Iowa
Nov. 22-23	National Forum on Vocational Education for Handicapped, U.S. President's Committee on Employment of the Handicapped, Washington, D.C.
Dec. 9-10	Seminar on Rights of Handicapped to Play, Recreation, Cultural Participation and Leisure, John Nesbitt, seminar moderator, Washington, D.C. in cooperation with (Sub) Committee on Recreation and Leisure of the U.S. President's Committee on Employment of the Handicapped, Paul Hippolitus

BEH COMMUNITY RECREATION FOR HANDICAPPED MODELS PROJECT
Dr. John A. Nesbitt, Project Director
Recreation Education Program
The University of Iowa
Iowa City, Iowa 52242 Tel: 319/353-6805

Regional
Institute
Newsletter
No. 5-5-5-5
November 19

I. Training Completed

The following training and consultation services have been provided:

* Seminar on Handicapped Consumer Leisure Competencies, Washington, D.C., Sept. 9, 1976.
* Training Sessions in Colorado in Denver and Keystone at Colorado Park and Recreation Society State Conference and consultations in Greeley and Colorado Springs, Sept. 20 to 23.
* Training Session at the National Recreation and Park Association Congress, Boston, Mass., Oct. 19, 1976.

II. New Training Sessions Scheduled

Information follows in the newsletter on the following pending and newly scheduled training activities.

December 2	Institute on Recreation for Handicapped in Small Communities and Rural Areas, Fairfield, Iowa (CARI-Impact Project)
December 14	Institute on the Cultural Rights of Handicapped, Washington, D.C. (U.S. President's Committee on Employment of Handicapped)
January 11	Institute on Recreation for Deaf-Blind, Philadelphia, Pennsylvania (Mid-Atlantic Regional Center for Deaf-Blind)
February 1 (tentative)	First Institute on Recreation for Handicapped in Rural Areas, Baton Rouge, Louisiana
March 23	Institute on Community Recreation for the Handicapped, Rock Island, Illinois (Midwest Symposium on TR)
April 4	Regional Institute on Community Recreation for Special Populations, Savannah, Georgia (NRPA Southern District Conference)
April 15-16	Mini-Institute on Recreation for Handicapped, Cheyenne, Wyoming (Central District of AAHPER)
April 18	Mini-Institute on Community Recreational Service for Atypical Populations, Hyannis, Massachusetts (NRPA New England District Conference)
May 2	Special Sessions on Community-Based Recreation for Special Populations (Tentative) (NRPA Northwest District)

Please note that the information on Regional Institutes that follows is tentative. We have presented tentative or preliminary plans and programs in order that everyone associated with the institute will have an idea of what is underway. Each FINAL PROGRAM will be published in a subsequent Regional Institute Newsletter.

Notes on Other Regional Institutes

In California, Jean Tague and Janet Pomeroy think they may focus effort on a two-or-more day institute at the Recreation Center for the Handicapped in San Francisco in the spring of 1978.

Cliff Seymour, in the NRPA Southwest District Conference, is discussing possible activities with that District's Planning Committee relative to a Conference in Oklahoma City March 13-15, 1976. He is also in touch with the Southern District AAHPER Committee, which will hold its conference Feb. 23-25, 1976 in Atlanta.

Institute on Recreational, Cultural and Leisure Services
for Handicapped in Small Communities and Rural Areas
Held as the Third CARI-Impact Institute (A Model to Improve the Delivery of Rural-Based Recreation and Cultural Service in the State of Iowa)
Fairfield, Iowa
Meetings and Educational Sessions: St. Mary's Catholic School
December 2, 1976 (Thursday)

Coordinating Committee for the Institute
Director: Dr. John A. Nesbitt
Program Coordinator: Mr. David J. Szymanski
Institute Coordinator: Mr. Spence McKinney, Director of Parks and Recreation, Fairfield, Iowa

Objectives of the Institute

1. To obtain information from appropriate state, county and local agencies on services that are or might be provided for recreation for handicapped in rural areas and small communities. For example, we expect that the Commission on Aging, the Iowa Arts Council and the Department of Public Instruction will be able to provide information on services that are currently provided, what funds and assistance are available and how to obtain funds and assistance. This type of information will be obtained from as many sources as possible

2. To prepare a position statement using the delphi technique which addresses the following issues and questions:

A. What are the unmet needs or issues in recreation for handicapped in small communities and rural areas?

B. What are the barriers to program development, problems or limitations that impede the development of services?

C. What are solutions to the above?

D. What other general recommendations are there for the initiation, improvement or expansion of recreation for handicapped in small communities and rural areas?

General Plan for Organization

The local arrangements will be handled by Mr. Spence McKinney, Director of the Department of Parks and Recreation of Fairfield, He has been assisted by Mr. Randy Fulton, Fairfield 's Superintendent of Parks.

The Program Coordinator for the Institute will be Mr. David J. Szymanski, Instructor, Recreation Education Program, The University of Iowa. David has been working with the Governor's Conference on the Handicapped as well as the Iowa Department of Public Instruction Special Education Division. He is co-chairman of the Iowa Planning Committee on Physical Education and Recreation in Relation to Public Law 94-142, Education for All Handicapped Act.

Mr. Szymanski's experience in the state of New York where he was responsible for the development of both programs and legislation for physical education and recreation at the municipal and county levels and in schools make him qualified to coordinate the development and presentation of this program.

Papers/Speakers

The following individuals/agencies will be invited to send representatives (with short papers) to the Institute.

Commission on Aging, Carol Benson

Iowa Arts Council, Barry Nickelsberg

Cooperative Extension Service, Glen Thompson

Development Disabilitis, Clell Hemphill

Vocational Rehabilitation, Roberta Kerr

Department of Public Instruction, Merry Maitre. We can expect an excellent paper from DPI and Mrs. Maitre on how special education is providing physical education and recreation for handicapped children and youth in compliance with the spirit of the House and the Senate Committee reports relative to Public Law 94-142. Mrs. Maitre has also participated in conferences on recreation for handicapped.

Iowa Park and Recreation Association, Colleen Dowell. Ms. Dowell is chairwoman of the Therapeutic Recreation Section of IPRA and will be able to share her experience on a state wide basis to providing recreation opportunity for handicapped in small communities and rural areas as well as the status of current efforts within state hospitals for mentally ill and state schools for mentally retarded through the leisure counseling model that she is developing.

Social Security, Flo Stockman. Ms. Stockman is very active in the effort in Iowa City to replicate the San Jose Social Security Model in Iowa City and the State of Iowa. During 1973-74 and 1974-75, the BEH Project invested an estimated $20,000 in staff services in attempting to replicate the San Jose Social Security Model in Iowa City, etc., but the procedure was never approved by Iowa's Social Security Service. However, Ms. Stockman and/or representatives of the Iowa Social Security Service may have some ideas on how to proceed.

Parks and Recreation:

The following are invited papers/speakers.

Iowa City Model - Ms. Barbara Alexander and Ms. Susie Meyers. They have done a considerable amount of preliminary work in preparing and presenting information on the Iowa City Model (based on the San Jose Social Security Model). We will ask them to use the Model description guide and prepare a model description.

Des Moines - Ms. Chris Surbaugh of Des Moines has already written a description of her program.

Community Models - Mr. Ken Zucker is working on the BEH Community Recreation for Handicapped Models Project and will provide information on the State Extension Service in Therapeutic Recreation Model and two or more small community or rural area models. He will also have a video-tape.

Rural Area - Mr. Tom Hoffman, an MA condidate in Therapeutic Recreation Service, is surveying the Johnson County-Linn County area attempting to identify programs and services for rural area residents. Mr. Hoffman will assist Mr. Zucker in preparing the state extension model.

Survey Form - A survey form using the delphi technique is being tested as a means of compiling status and strategy information on program and program development. Dave and his graduate assistant, Gail Greenwood, and the project coordinator, Gail Chadwick, will be compiling this information as it comes.

Local Participants/Resources

Mr. McKinney will contact and invite participation from and by the following:

Parents of Handicapped

Handicapped Consumers

Voluntary Health Agencies

Social/Welfare Service

Recreation and Parks

MR/MI Institutions

Tentative Institute Schedule

8:00	Opening of institute
8:15	Video tape/slide presentation
9:30	Panel presentations
10:30	Coffee break
11:00	Panel presentations
12:00	Lunch
1:00	Work groups - developing needs, barriers, solutions statements
3:00	Reports from work groups
4:00	Closing comments

Institute Personnel

Institute Director, John Nesbitt
Institute Coordinator, Spence McKinney
Program Coordinator, Dave Szymanski
Editors, John Nesbitt and Dave Szymanski
Assistant Program Coordinator, Gail Greenwood
Consultant, Kenneth Zucker
Consultant, Tom Hoffman
Staff, Nancy Huneke
Staff, Mary Palmberg
Staff, Gail Chadwick
Staff, Steve Carson
Resource, Jim Carson
Resource, Judy Hook
Other Resource People to be designated by Spence McKinney and Randy Fulton

Informational Copies also sent to:

Carol Benson, CA, Des Moines
Barry Nickelsberg, IAC, Des Moines
Development Disabilities, Des Moines
Vocational Rehabilitation, Roberta Kerr, Des Moines
DPI, Merry Maitre, Des Moines
Colleen Dowel, TR Section, IPRA (additional 10 copies to share with TR Section, IPRA), Iowa City
Social Security, Des Moines
Flo Stockman, Iowa City
Barbara Alexander, Iowa City
Susie Meyers, Iowa City
Chris Surbough, Des Moines

Questionnaire (abbreviated form) for Use in Compiling Opinions on Needs, Problems, Solutions,etc. in the Development of Community Recreation for Handicapped

(Sent to professional leadership, voluntary health agencies, state agencies, local agencies, local schools, consumers, advocates.

Please write your name on each page of this questionnaire; and then write briefly your views on or needs, etc., relative to the disease and disability groups listed. Please add disease or disability, designate special age groups, designate other areas, etc., as you see fit. All written comments will be incorporated into the draft statement which will be reviewed by the institute participants.

Handicapped in Small Communities and Rural Areas in the State of Iowa

Disabilities	Needs/ Objectives	Problems, Blocks, Barriers	Exemplary Program	Solutions/ Resources
Aged				
Mentally Ill/ Emotionally Handicapped				
Mentally Retarded (Trainable, Educable, Severely/ Profound)				
Physically Handicapped (Cerebral Palsy, Paraplegic, Quadriplegic)				
Sensorily Handicapped (Blind, Deaf, Deaf-Blind)				
Other Handicapping Conditions (Name)				

First Institute on the Cultural Rights of the Handicapped
Held at the Offices of the
U.S. President's Committee on Employment of the Handicapped
Vanguard Building - 1111 20th Street, N.W., Room 660
Washington, D.C. 20210 Tel. 202/653-5059
December 14, 1976 (Friday)

Institute Coordinator
Mr. Paul Hippolitus, Project Officer
Committee on Recreation and Leisure of the
U.S. President's Committee

Aims/Procedures

1. Convene a CRL meeting devoted to this subject.
2. Seek information, position statements and guidance from human and civil rights oriented public and private agencies; and, as possible, participation by representatives.
3. Prepare a draft "charter" on cultural rights of the handicapped.
4. Prepare a strategy for development of broad support of this "charter".
5. All information to be used by the Committee should be submitted in advance, as early as possible.
6. It is anticipated that there will be a follow-up meeting sponsored by CRL-PCEH in cooperation with the BEH Community Models Project.

Program

8:00	Registration
8:30	Opening of Institute - John Nesbitt - Paul Hippolitus
9:00	Keynote - Bud Keith
9:30	Break
10:00	Individual Delphi
10:30	Work Group Delphi
11:15	Work Group Reports
11:45	Work Group Reconvenes
12:15	Final Work Group Reports
12:30	Lunch
1:00 - 2:30	Business Meeting of The Committee on Recreation and Leisure of the U.S. President's Committee on Employment of the Handicapped - John Nesbitt, Chairman - Paul Hippolitus, Secretary

Agenda

1. Roll call
2. Old business
   - Membership
   - Calendar
   - Newsletter
   - State Committees
3. Reports on projects
   - Consumer Competency Models Report
   - Am. Assoc. Leisure and Recreation Student Report
   - Commercial Recreation Forum
   - Annual CRL-PCEH Meeting
   - White House Conference
4. New business
5. Next meeting
   - Date
   - Place
   - Time
6. Adjournment

Resource Documents

1. U.S. Bill of Rights and Constitution
2. "Rights of Handicapped," International League of Mental Deficiency
3. Charter (draft), BEH Community Recreation for Handicapped Project
4. Guidelines to Recreation for Handicapped (by J. Nesbitt)

Resource Agencies

1. Notre Dame Law Center for the Handicapped
2. National Law Center for the Deaf
3. U.S. Civil Rights Commission
4. National Committee - Arts for Handicapped
5. U.S. President's Committee on Fitness and Sport
6. Arts for Handicapped, Educational Facilities Laboratory (Larry Molloy)
7. American Coalition of Citizens with Disabilities (Frank Bow)
8. National Association of the Physically Handicapped

Instructions

1. Members of the Committee and invited agencies and spokespersons are encouraged to submit information, papers, etc. in advance to Mr. Hippolitus so that he may arrange dissemination before and during the Institute.
2. Participants are encouraged to study statements and information sent to them prior to the meeting.
3. All members of the Committee are urged to submit to Mr. Hippolitus any information or materials that have bearing on the subject.

Regional Institute on Recreation for Deaf-Blind (Preliminary Plan)
Held on January 11, 1977, at the
Overbrook School for the Blind
Host: Dr. Joseph Kerr, Director
64th Street and Malvern Avenue
Philadelphia, Pennsylvania 19151

Institute Coordinator
Mr. David George, Vocational Specialist
Mid-Atlantic (North) and Caribbean
Regional Deaf-Blind Center
Director, Mr. N. Khogendra Das
% N.Y. Institute for the
Education of the Blind
999 Pelham Parkway
Bronx, New York 10469

Preliminary Program

Aims

1. To train teachers, leaders and aids in competencies enabling them to organize and use major resources in programming for deaf-blind such as community recreation for handicapped, scouting and outdoor recreation for handicapped, creative arts for handicapped.

2. To train teachers, leaders, and aids in the competencies needed to lead specific activities and to organize programs for recreation, creative and performing arts, leisure fulfillment, etc., for children, youth and adults who are deaf-blind.

The institute will run from 9:00 A.M. to 5:00 P.M. with content that alternates between 15 to 20 mintues of lecture or briefing followed by 45 minutes devoted to demonstration of and participation in specific activities and skills. The alternating approach will be designed to provide participants with immediately useable skills while simultaneously providing specific guidelines on how participants may expand participation opportunity for deaf-blind through use of program and information resources.

Possible Speakers

Ms. Joyce Smoot, Teacher and Research in Services for Deaf-Blind
Mr. Tom Miller, Teacher of Deaf-Blind
Mr. Jack Richmond, Boy Scouts of America. Topic: Outdoor Recreation; audio visual presentation; resources available - information and facilities
Ms. Ileen Ackner Kasson (on national Faculty Committee) and Ms. Jackie Stanley, New Jersey BEH Community Recreation for Handicapped Project
Mr. Larry Molloy, Education Facilities Laboratory; Topic: Creative Arts
Mr. John Nesbitt, BEH National Insitute on Recreation for Deaf Blind; Topic: Leisure Activities for Low Functioning Children and Youth (tranforming idle time into productive time and training aids and parents to play with deaf-blind)

Resource Persons

Mr. Guru Sharma
Upsal School for the Blind
1220 West Upsal Street
Philadelphia, Penn. 19119

Materials

Nesbitt. Play, Recreation and Leisure for People Who Are Deaf-Blind

Brannan. Our New Challenge: Recreation for the Deaf-Blind

News Notes on Recreation for the Deaf-Blind in Hawaii

Dr. James Little from the Department of HPER at the University of Hawaii was interviewed by Nancy Huneke while visiting The University of Iowa on November 8 to discuss the new concept of a residental care home for deaf-blind in Hawaii. The home is to be funded by the Hawaii State Department of Health, Aohu Easter Seal

Society and the Southwest Regional Center for Services to Deaf-Blind Children, William Blea coordinator. The Southwest Regional Center will help support the therapeutic recreation position in the home. The purpose of the home is to take children from an institutional setting and prepare them to return to their own homes and families or foster parents. The children are to be selected from the Waimano Training Center and Hospital. The home will house up to four children at a time. The children started moving in on November 15. The house was being prepared by the two full-time, live-in house parents and four part-time staff members. One of the staff members will be a recreation specialist.

Institute on Recreation for Handicapped in Rural Areas
Held at Southern University
Baton Rouge, Louisiana
Tentative Date, February 1, 1977 (Tuesday)
Institute Coordinator: Dr. Clifford Seymour

Aims

1. Identify and obtain descriptions of model program/services providing recreation for handicapped in rural areas and small communities.

2. Formulate general strategies for the development of such services.

Tentative Program

8:30	Registration and Coffee
9:00	Introductions - opening, purpose
9:30	The State of the Art in Rural Recreation and Small Community Recreation for Handicapped
	(20 min.)_____ - Scouts
	(20 min.)_____ - Community School
	(20 min.)_____ - Special Education
	(20 min.)_____ - Recreation Department
10:50	Coffee Break
11:15	A State Level Service - _____
12:00	Lunch
1:00	The Federal Experience - _____
1:45	Small Work Groups
3:00	Reports from Work Groups
3:30	Adjourn

Individuals to contact for information, materials, participation, etc.

1. Mr. Jerry Hitzhusen
   605 Clark Hall
   University of Missouri
   Columbia, Missouri 65201 Tel. 314/882-6048 or 882-3239

2. Dr. Carol Peterson
   Therapeutic Recreation Specialist
   Cooperative Extension Service
   Office of Recreation and Park Resources
   University of Illinois at Urbana-Champaign
   312 Armory Bldg.
   Champaign, Illinois 61820 Tel. 217/333-1824

3. Mr. Carl Munson
   Federal Extension Service
   U.S. Dept. of Agriculture
   Washington, D.C. 20250

4. Wayne Robechaux
   Rural Recreation Specialist
   Cooperative Extension Service
   1862 School
   Louisiana State University
   Baton Rouge, Louisiana 70803

5. Ashford E. Williams
   Extension Director
   Cooperative Extension Service
   1890 School
   Leisure Studies Dept.
   Southern University
   Baton Rouge, Louisiana 70813

6. Name to Come
   State Police Juror
   (for Recreation throughout the state)

7. Ms. Mazie Malveaux
   State of Louisiana
   Dept. of Special Education
   Baton Rouge, Louisiana

8. Frank Lawrence, Secretary
   Istrouma Area Boy Scout Council
   Baton Rouge, Louisiana

9. Girl Scout Council
   Baton Rouge, Louisiana

10. Glen Thompson
    Recreation Specialist
    Cooperative Extension Service
    Curtis Hall
    Iowa State University
    Ames, Iowa 50010 Tel. 515/294-3760

11. Dr. LeRoy Watt
    Executive Secretary
    National Community Education Association
    1017 Avon Street
    Flint, Michigan 48503 Tel. 313/234-1634
    (Dr. Watt may be able to suggest participants in the Institute. These participants would be able to present information on model community education programs for handicapped.)

12. Federal - State Agencies such as:

    - Vocational Rehabilitation
    - Developmental Disabilities
    - Special Education
    - Parks and Recreation
    - Social Security

States to be included in possible participant list include, but are not limited to the following: Louisiana, Arkansas, Mississippi, Alabama, Texas, Illinois and Missouri.

Action

1. Dr. Seymour will identify local resource people and participants and send initial invitation to them from his office and inform Dr. Nesbitt for follow up.

2. Dr. Nesbitt will send formal invitations to local people.

3. Dr. Nesbitt will contact national and out of region resource people such as Mr. Hitzhusen, Mr. Munson and Dr. Peterson, send formal invitations to them

4. Dr. Nesbitt will prepare and send a program and request for reports and relevant information and materials to appropriate agencies and organizations at the state and national levels, including the following:

A. Federal Cooperative Extension Service
B. Selected State Extension Services
C. National Conference on Rural America
D. National Community Education Association
E. Boy Scouts of America, Scouting for the Handicapped Program
F. Girl Scouts of America
G. Educational Facilities Laboratory
H. IRUC
I. TRIC

5. Dr. Nesbitt will design a questionnaire for distribution to selected individuals and agencies that will call for information on the status of rural area and small community recreation for handicapped; and call for information and suggestions that may yield a statement of strategies for the development of programs and services in rural areas and small communities.

6. The Model Program Instrument will be sent to Mr. Hitzhusen, Dr. Peterson and others who may be identified with a view to compiling basic descriptive information on models of state level extension service and local service.

Institute on Community Recreation for the Handicapped

Held at the Midwest Symposium on Therapeutic Recreation
Rock Island Sheraton Inn
Rock Island, Illinois
March 23 (Wednesday), 1977 (tentative date)

Institute Planning Committee

Co-Coordinators: Dr. Scout Gunn
Dr. Carol Peterson
Mr. Gerald Hitzhusen

Members:
Ms. Barbara Sternfeld (Illinois)
Mr. Kevin Kendrigan (Illinois)
Ms. Bev Thomas (Illinois)
Ms. Meg Perome (Illinois)
Dr. David Austin (Indiana)
Dr. Marsha Carter (Michigan)
Ms. Sue Radabaugh (Ohio)
Mr. John Ross (Wisconsin)
Mr. Ken Zucker (Iowa)
Mr. Randy Vessell (Missouri)

Program (Tentative) 9:00 a.m. - 4:30 p.m.

Opening Session — Implications of 94-142 to Community Recreation for the Handicapped

--Speaker
--Reactor panel

CONCURRENT SESSIONS

Agency Models
- School-Related Programs/Models
- District Programs/Models
- County Programs/Models

Content Models
- Creative Arts Programs/Models
- Assessment-Planning-Evaluation Models
- A Model for Long-Term Health Care in the Community
- Leisure Education in Community Recreation for the Handicapped

Service Delivery Models

State Use of Federal-State Assistance

--Developmental Disabilities
--Special Education
--Social Security
--Vocational Rehabilitation
--Other
--Illinois
--Missouri
--Other states

State Enabling Legislation for Recreation for the Handicapped

--Illinois
--Missouri
--Other states

State Extension and State Agency Consultation for Recreation for the Handicapped

--Illinois
--Missouri
--Other states

Regional Institute on Community Recreation for Special Populations

Held at the National Therapeutic Recreation Society Institute
of the
National Recreation and Park Association SOUTHERN DISTRICT Conference
Savannah, Georgia 31402
Conference Headquarters: DeSoto-Hilton
Meetings and Education Sessions: Civic Center at Bull and Liberty Streets
April 4, (Monday), 1977

Coordinating Committee for Regional Institute on Special Populations
Mr. Thad Studstill, NRPA District Representative
Mr. Max Forman, Director, Miami-Dade Program for the Handicapped
Mr. James L. Ryan, Therapeutic Recreation Consultant, Department of Natural Resources, Office of Planning and Research, 270 Washington Street, S.W., Atlanta, Georgia 30334 (404/656-5160)

Program

9:00 to 10:15	Community Recreation for Special Populations: Theory and Practice Presentations by Mr. Thad Studstill, Mr. James L. Ryan and Dr. John A. Nesbitt
10:15 to 10:30	Coffee Break
10:30 to 12:00	First Model: The Miami-Dade Model Presentation by Mr. Max Forman Second Model: (being selected) Presentation by (name to follow)
12:15 to 2:00	Luncheon Program - Speaker
2:00 to 2:30	Break
2:30 to 3:30	Organization and Administration of Community Recreation for Special Populations Presentations by Mr. Thad Studstill, Mr. James L. Ryan, and Dr. John A. Nesbitt
3:30 to 4:00	Coffee Break
4:00 to 5:00	Third Model: (being selected) Presentation by (name to follow) Fourth Model: (being selected) Presentation by (name to follow)

Thad and Jim are now selecting the agencies and programs that they would like to have make presentations during the times that are open. They are searching for the three most appropriate models in terms of the region, needs, etc.

At the opening session of the morning and afternoon I will have available all the video-tape, transparencies, and other training aids for use as Thad, Jim, Max and others there see as appropriate or needed.

We will have, of course, an array of printed information and materials that will cover a large portion of the basic information that we wish to share with the participants.

Mini-Institute (or Special Program) on Recreation for Handicapped
Held at the Central District Conference of the American Alliance for Health, Physical Education and Recreation
Cheyenne, Wyoming
Conference Headquarters: Hitching Post, Cheyenne
Meetings and Education Sessions: Hitching Post, Cheyenne
April 13-16, 1977 (Wed., Thurs., Fri., Sat.)
Education Sessions: April 15-16 (Friday and Saturday)

Coordinating Committee for the Mini-Institute:
Dr. John A. Nesbitt, Central District AAHPER Vice President for Recreation
Dr. Roger Bishop, Central District President
Mr. Al Lewis, Central District PAST Vice President for Recreation
Ms. Dorothy High, Central District Vice President ELECT for Recreation
Mr. Kenneth Zucker, Research Assistant, BEH Community Recreation for Handicapped Models Project

Local Arrangements: Mr. Walter (Pax) Ricketts, Hathaway Building, Wyoming State Department of Education, Cheyenne, Wyoming 82002 Tele. 307/777-7411

Program

Date	Day	Time	Activity	Location
April 13	Wed.	7-10 pm	Executive Board Meeting (John Nesbitt & Ken Zucker attend as possible)	Room 346
April 14	Thurs.	8-10 am	State and District Officers Meeting (Journals - Capital Room, John Nesbitt and Ken Zucker attend as possible)	Various
		12-1:30 pm	Division Councils (Dorothy High, Chairperson; John Nesbitt and Ken Zucker visit as possible)	Buffet Luncheon
April 15	Fri.	8:30-10 am	Recreation Education Division Business Meeting Chair: John Nesbitt (Ken Zucker) and Dorothy High Topics: 1. Whither Goest PE and R: Schools, Community Univeristy; at NRPA; at AAHPER; at National Consortium PERH. Primary Resource Person - Ms. Elva Ellen Hubbard, Program Coordinator, American Association for Leisure and Recreation, AAHPER. (Subtopics: State relationship to local recreation programs, resources, programs, and services of AALR.) 2. PE, Rec and the Handicapped: Professional Implications of Public Law 94-142. Primary resource persons - John Nesbitt and Ken Zucker. 3. National Student Architectural Barriers Project Sponsored by AALR and the Committee on Recreation and Leisure of the U.S. President's Committee on Employment of the Handicapped. Resource person - Ms. Elva Ellen Hubbard.	Room A

Date	Day	Time	Activity	Location
April 15	Fri.	10:30 am	Section Title: School-Community Section Topic: Outdoor Recreation for Elementary School Age Children Speaker: Name to Come Presiding: Ms. Denise K. Erickson, P.O. Box 262, Steamboat Springs, Colo. 80477 Recording: Mr. John Wissler 10310 Mockingbird Drive Ralston, Neb. 68051	Room A
		3:30 pm	Section Title: Professional Preparation in Recreation Topic: Improving Educator - Practitioner Relationships in Recreation Speaker: Dr. William Murphy Director of Recreation and Leisure Studies University of Nebraska Lincoln, Nebraska Presiding: Mr. David Namie Mankato State University Mankato, Minnesota 56001 Recording: Dr. LaVernia Jorgensen Associate Professor University of North Dakota Grand Forks, N.D. 58201	Room A
		5-6 pm	Recreation Division - New Council, Dorothy High. Includes Recreation VP-Elect, VP and Past-VP, review program with Section Chairpersons in Recreation Division: All meet to review program and plan for next year.	Capitol Room
April 16	Sat.	8:00 am	Section Title: Recreation Topic: Community Recreation for Handicapped Speakers: Dr. John Nesbitt, Professor Mr. Ken Zucker, Research Assistant The University of Iowa Iowa City, Iowa 52242 Facility: Lecture arrangement Equipment: Podium, speaker system, overhead projector, video-tape projector, slide carousel, cassette player, screen	Room A

Date	Day	Time	Activity	Location
April 16	Sat.	10:00 am	Section Title: Professional Preparation in Recreation Topic: Futurism in Sport and Recreation Speaker: Dr. Carl Miller Athletic Director University of North Dakota Grand Forks, N.D. 58201 Presiding: Mr. David Namie Assistant Professor Mankato State University Mankato, Minn. 56001 Recording: Dr. LaVernia Jorgensen Associate Professor University of North Dakota Grand Forks, N.D. 58201 Facility: See attached drawing Equipment: Slide projector, screen	Carriage Room
		1:45 pm	Section Title: Recreation Topic: A National Perspective on Implications of Public Law 94-142 for Physical Education and Recreation Speaker: Dr. William Chasey Project Director National Training Project - PER Washington, D.C. Presiding: Mr. Kenneth Zucker Research Assistant Recreation Education Progam The University of Iowa Iowa City, Iowa 52242 Recording: Dr. John Nesbitt Professor Recreation Education Program The University of Iowa Iowa City, Iowa 52242 Facility: Lecture arrangement Equipment: Overhead projector, slide projector, screen, cassette player	Surrey Room
		3:30 pm	Section Title: Recreation Topic: Project Aquatics Mainstreaming Speaker: Mrs. Grace Reynolds Project Aquatics Mainstreaming Longview YMCA Seattle, Washington Presiding: Dr. John Nesbitt Professor Recreation Education Program The University of Iowa Iowa City, Iowa 52242 Recording: Mr. Kenneth Zucker Research Assistant Recreation Education Program The University of Iowa Iowa City, Iowa 52242 Facility: Lecture arrangement and/or swimming pool Equipment: Speaker system, etc. Assistance: Aids, students, etc.	Carriage Room

Notes on Planning

In order to keep all interested parties informed, I am sending copies of this general program description to all the individuals cited below. My intention in providing the addresses and telephone numbers is to assist various parties in communicating with one another.

Mrs. Reynolds is very interested in funding a local person who will help her set up a pool, provide student aids and assist generally with arrangements for demonstrations, etc., if one is possible. For the present, I am going to suggest that Mrs. Reynolds call Mr. Ricketts. (Mrs. Reynolds will arrive on Saturday in Cheyenne after making presentations at the U.S. President's Council on Fitness and Sport on April 14 and 15 at Illinois State University, Normal, Illinois. I have suggested that we develop plan B for non-arrival in case she is held up in travel.)

I would appreciate hearing from Ms. Lampe or other appropriate individuals regarding the distribution of a special brochure that Mr. Zucker and I will prepare for promotion prior to the Conference. Also, we would like to know from Ms. Lampe or Mr. Rickets to whom we should send information for inclusion in the registration kit if this is possible.

We have been in touch with Dr. Leon Johnson of the University of Missouri who will be making a presentation on Public Law 94-142 in relation to the multi-state meeting of physical education and recreation personnel that he held in June of 1975. We recognize that Dr. Johnson and Dr. Chasey will be speaking on the same law; but we are convinced that the law is so important that it necessitates this double input. Dr. Johnson will speak from a local perspective. Dr. Chasey will speak from a national perspective.

I have been in touch with Mr. Flattre of the University of Missouri who is Vice President of the Therapeutic Division. Mr. Flattre is sponsoring Dr. Johnson's session and a session on Special Olympics. He has approved of the various recreation sessions that we are scheduling on recreation for handicapped and we are going to continue to exchange information on the possiblity of listing all the disability related sessions as an interrelated Special Program or Mini-Institute. Mr. Flattre is also looking into the possiblity of a Special Resource Room on Physical Education and Recreation for Handicapped and I have volunteered to provide an array and quantity of literature for this room once it is provided. Mr. Flattre and I have also discussed the need for a special announcement or brochure to be distributed if possible.

Distribution List

1. Roger Bishop, President, CDAHPER
   Wartburg College
   Waverly, Iowa 50677 Tel. 319/352-1200
2. Jean L. Pyfer, Pres.-Elect, CDAHPER
   Dept. of HPER
   Robinson, Room 111
   University of Kansas
   Lawrence, Kansas 66045 Tel. 913/864-4076
3. Mary Lampe, Secretary, CDAHPER
   109 Norris Hall
   University of Minnesota
   Minneapolis, Minnesota 55455 Tel. 612/373-3206
4. Al Lewis, Past Rec. VP, CDAHPER
   Buena Vista College
   Storm Lake, Iowa 50588 Tel. 712/749-2142

5. Dorothy High, Rec. VP-Elect
   Supervisor Recreation
   City of Scottsbluff
   Scottsbluff, Nebraska 69361 Tel. 308/632-4136 ext. 58

6. John Wissler, Ch.-Elect, Sch-Comm.
   10310 Mockingbird Drive
   Ralston, Nebraska Tel. 402/895-9215

7. David Namie, Ch.-Elect, Prof. Prep.
   Mankato State University
   Mankato, Minnesota 56001 Tel. 507/398-2128 or 389-5049

8. Denise K. Erickson, Ch., Sch-Comm.
   P.O. Box 2622
   Steamboat Springs, Colo. 80477 Tel. 303/879-3698

9. LaVernia Jorgenson, Ch., Prof. Prep.
   University of North Dakota
   Grand Forks, North Dakota 58201

10. David Leslie, Pres., IAHPER
    Dept. of Physical Education for Men
    The University of Iowa
    Iowa City, Iowa 52242 Tel. 319/353-2121

11. Grace Reynolds
    Project Aquatics Mainstreaming
    Longview YMCA
    Seattle, Washington

12. Dr. William Chasey
    Project Director
    National Training Project - PER
    National Consortium for PERH
    1201 16th Street N.W.
    Washington, D.C. 20036

13. Elva Ellen Hubbard
    Program Coordinator
    American Association for Leisure and Recreation
    AAHPER
    1201 16th St. N.W.
    Washington, D.C. 20036 Tel. 202/833-5541

14. Leon Johnson, Director
    Teacher Training Program for the Handicapped
    Physical Education Graduate Center
    University of Missouri - Columbia
    20 Rothwell
    Columbia, Missouri 65201 Tel: 314/882-4021

15. Walter (Pax) Ricketts
    Hathaway Building
    Wyoming State Dept. of Education
    Cheyenne, Wyoming, 82002 Tel: 307/777-7411

16. Dennis Flattre
    1012 West Greenwood
    Springfield, Missouri 65807 Tel. 417/883-4548

Mini-Institute on Community Recreational Service for Atypical Populations
Held at the NRPA New England District Conference
(Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island and Vermont)
Hyannis, Massachusetts
April 18, 1977 (Monday)

Theme: The Handicapped in the Community
Institute Coordinator: Dr. Jay Shivers, University of Connecticut

Program

10:30 to 11:45 a.m. Part I. Integration of the Handicapped into Community Recreational Services (Mainstreaming)

1. Dr. John Nesbitt (Speaker and Moderator) (10 min.)
2. C. Reese, Initiating Client Returns to the Community From the Institution (5 min.)
3. M. Ivory, Voluntary Health Service Agency Activities (5 min.)
4. S. Deak, Developing Institutional and Community Relationships (5 min.)
5. Group discussion, questions, answers

1:45 to 3:00 p.m. Part II. Adaptation of Recreational Activities

1. Dr. Hollis F. Fait, Normalization and Dualism (Speaker and Moderator)
2. Mr. Joseph Curtis, Recreational Commissioner, New Rochelle, N.Y.
3. Dr. William Servedio, Abolishing Mobility Barriers at Recreational Facilities
4. Ms. Fran Wallach, Mobile Recreational Facilities
5. Group discussion, questions and answers

3:30 to 4:45 p.m. Part III. Financing Recreational Services to the Handicapped in the Community (Moderator) J. Nesbitt

1. State Financing of Recreational Programs for the Atypical (D. Arlen, R.I.)
2. Federal Programs for Funding Community Recreational Service for the Handicapped (J. Nesbitt)
3. Developing State Plans for Operating Public Recreational Services for the Handicapped in the Community (J. Curtis, et. al.)
4. Group discussion

Special Sessions on Community Based Recreation for Special Populations (Tentative)
(Serving Washington, Oregon, Idaho, Montana, and Alaska)
Held at NRPA Northwest District Conference
Valley River Inn
Eugene, Oregon
NRPA District Conference Theme: "The Joy of Leisure: Our Commitment to People"
May 2, 1977 (Monday)

Institute Planning

Coordinator: Catherine Andres Ebbert
Member: Grace Reynolds
(Others to be announced)

Program

1:30-3:00 Implication for Recreation for Handicapped of P.L. 94-142
- Speakers: Catherine Andres Ebbert
John A. Nesbitt *
Handicapped consumer (to be announced)
- Reactor Panel: (to be announced)

3:00 Break

3:30-5:00 Work Groups on "How To"
- Providing Transportation
- Eliminating Architechtural Barriers
- Consumerism (consumers participating)
- Obtaining Funding
- "Handicapped -Find" (identify participant)

The program will be oriented to "how to" rather than "you should" as it is expected that participants will be committed to delivery to the handicapped in the community. In the second session, as many as possible will be drawn from the Northwest region.

*John Nesbitt should be prepared to report on latest developments and implications of P.L. 94-142; and report on what is happening across the country in community recreation for handicapped.

Special Planning

1. Request a promotional brochure on community recreation for handicapped and project for early circulation and inclusion in registration kit.
2. Using Colorado Model (see Regional Institute Newsletter No. 4, p. 6) Catherine is considering organizing a multi-state, multi-community survey to determine types and movements of service provided, members served, funding.
3. An exhibition in the conference general concourse on three to five community recreation for handicapped programs. This will be designed to impact on community personnel.
4. Having materials on display and for pick-up in a special resource room or as part of a general resource room. But, this must be highly accessible and visible.

News Notes

Catherine reports that locally in Tacoma, through Fort Steilacoom Community College, a local special institute for the fall, 1977. This will meet the needs of many local people, drawing from Seattle and Southern Puget Sound.

BEH COMMUNITY RECREATION FOR HANDICAPPED MODELS PROJECT
Dr. John A. Nesbitt, Project Director
Recreation Education Program
The University of Iowa
Iowa City, Iowa 52242 Tel: 319/353-6805

Regional
Institute
Newsletter
No. 6-6-6-6-6
January 6, 1977

I. Program - Louisiana

Institute on Recreation for Handicapped in Rural Areas
Held at Southern University - Southern Union
Colonade Ballroom
(Blue and Gold Rooms)
"F" Street (Park in rear of Union)
Southern University
Baton Rouge, Louisiana
Date: February 1, 1977 (Tuesday)

Aims

1. Identify and obtain descriptions of model program/services providing recreation for handicapped in rural areas and small communities.
2. Formulate general strategies for the development of such services.

Institute Coordinator
Dr. Clifford Seymour, Chairman
Department of Leisure and Recreation Services
Southern University
P.O. Box 9752
Baton Rouge, Louisiana 70813
(Tel. 504/771-5662)

Hotel Accommodations
Best Western Motel (formerly Holiday Inn)
5955 Airline Highway
(1 mile from the campus)
Baton Rouge, Louisiana 70812
(Tel. 504/356-2531)

Luncheon Fee
$5.00 at Registration
Please notify Dr. Seymour by letter or phone if you plan to attend lunch in the Southern University Faculty Blue and Gold Room by January 27.

Audio-Visual Resources Available

* Overhead Projector
* 8 mm. and 16 mm. Projectors
* Kodak Slide Carousel Projector
* Projection Screens
* 10 Display Tables (all participants are urged to bring materials to share; rooms open at 7:45 A.M. for set up)

8:00 Registration and Coffee

Program

9:00 Opening Session
Introductions - Dr. Clifford Seymour, Southern University
Welcome - Dr. William Hicks, Dean, College of Education, Southern University and Dr. A. A. Pierro, Director, Division of Health, Physical Education and Recreation, Southern University
Purpose - Dr. John Nesbitt, Professor and Project Director of U.S. Bureau of Education for the Handicapped COMMUNITY RECREATION FOR HANDICAPPED MODELS PROJECT, University of Iowa

9:15 Presentation

The State of the Art in Rural Recreation and
Small Community Recreation for Handicapped

Boy Scouts
Mr. Frank Lawrence, Jr.
Scout Executive
Istruma Area Boy Scout Council
Baton Rouge, Louisiana

Community Education
Mr. LeRoy Watt, Executive Secretary
National Community Education Association
1017 Avon Street
Flint, Michigan 48503

and

Mr. Bob Bell, Director
Community Education - Target Arkansas Project
Suite 668
Plaza West Building
McKinley and Lee Streets
Little Rock, Arkansas 72205
Tel. 501/661-0170

Special Education
Ms. Gwen Bruton, Instructional Consultant
Special Education
East Baton Rouge Parish School Board
Box 2950
Baton Rouge, Louisiana 70821

Police Jurors Association of Louisiana
45 Riverside Drive
Baton Rouge, Louisiana

10:50 Coffee Break

11:15 A State Level Service
Dr. Wayne Robichaux
Rural Recreation Specialist
Cooperative Extension Service
1862 Schol
Louisiana State University
Baton Rouge, Louisiana 70803

12:00 Lunch - Faculty Blue and Gold Room

1:00 The Status of Community Recreation for Handicapped in Rural Areas and Implications of Public Law 94-142 (and instruction for work groups)

1:45 Small Work Groups

3:00 Reports from Work Groups

3:30 Adjourn

National Institute Community Recreation for Handicapped		
The Project	The Sponsor	The Implementor
National Institute on New Models for Community Based Recreation Programs and Services for Handicapped Children and Youth	Bureau of Education for the Handicapped, Office of Education, U.S. Department of Health, Education and Welfare	John A. Nesbitt, Project Director, Recreation Education Program, The University of Iowa, Iowa City, Iowa 52242 (tel: 319/353-6808)

ORDER FORM

Please complete this form.

Name of Respondent (to be used in sending follow-up materials) | Date

Title (Role) | Unit/Bureau

Agency/Organization

Address: Street/Building | City

State | Zip | Telephone (include Area Code)

Background Data on Evaluator

Profession: (Check One)

___ Adapted Physical Education
___ Physical Education
___ Recreation
___ Parks
___ Parks and Recreation
___ Municipal/Community Recreation
___ Therapeutic Recreation
___ Special Education
___ Occupational Therapy
___ Physical Therapy
___ Social Work
___ Speech Therapy
___ Other

Title: (Check One)

___ Administrator
___ Consultant
___ Supervisor/Consultant
___ Leader
___ Technician/Aide
___ Volunteer
___ Principal
___ Teacher
___ Other

Population Served (Check where appropriate)	Age 0-2	2-5	6-12	13-15	16-19	20-30	31-45	46-61	62 +
Non-Handicapped									
Aged with Impairments									
Blind & Visually Handicapped									
Deaf & Hard of Hearing									
Deaf-Blind									
Drug Problems									
Learning Disabilities									
Mentally Retarded-Trainable									
Mentally Retarded-Educable									
Physically Handicapped									
Speech & Communication Impairments									
Social Offenders-Adult									
Social Offenders-Youth									
Other Health Impairments									

Check closest amount of the Institute/Session you were able to attend:

___1/4 ___1/2 ___3/4 ___full Institute/Session

The Institute/Session and Materials

Please check in appropriate box:
0 - No response/omit
1 - Very negative
2 - Negative
3 - Satisfactory
4 - Positive
5 - Very Positive

Institute/Session Presentations

My rating of the	0	1	2	3	4	5
...presentation of models is						
...guidelines, goals, statements is						
...printed brochures and materials is						
...audio-visual materials used is						
...lectures and presentations is						

Quality of Interaction

My rating of the						
...opportunity to ask questions, respond to presentations, is						
...opportunity to engage in information exchange with other participants is						
...opportunity to engage in social exchange and to interact is						

Institute/Session Organization

My understanding of the Institute/Session objectives was						
My rating of the						
...Institute/Session facilities is						
...Institute/Session publicity is						
...Institute/Session staff work is						
...Institute/Session operation is						

Comments, Needs, Observations

Please comment about the Institute/Session, your current needs, etc., as you see fit. We will send information in answer to your requests.

NATIONAL INSTITUTE ON COMMUNITY RECREATION FOR HANDICAPPED

BEH COMMUNITY RECREATION FOR HANDICAPPED MODELS PROJECT
Dr. John A. Nesbitt, Project Director
Recreation Education Program
The University of Iowa
Iowa City, Iowa 52242 Tel: 319/353-6805

Regional
Institute
Newsletter
No. 7-7-7-7-7
March 11, 1977

Introduction

This Newsletter has been prepared for use by the Participants in the Midwest Therapeutic Recreation Symposium, Rock Island, Illinois and the Pre-Convention Workshop on Mainstreaming Physical Activities and Recreation for Those with Special Needs, Seattle, Washington.

Participants in these two regional in-service training programs are provided the following:

* Brochure on the National Institute on Community Recreation for Handicapped
* National Institute CRH Regional Institute Newsletter No. 7

Both the brochure and the newsletter contains forms that we would appreciate your completing. Completing the brochure (black and gold document) will serve to place your name in our Materials Distribution System. At the present time we have completed only about 20 per cent of the materials and documents that we plan. Based on your completion of this form, we will send those materials that we have available now, and we will send you materials appropriate to your request as they are printed.

The completion of the Newsletter Evaluation Form will provide us with the information that we need to follow up with in providing training the next 18 months.

Cooperation in completing these two forms is deeply appreciated.

Thank You, John A. Nesbitt

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I. Ten Ways You Can Help the Development of Community Recreation for Handicapped

1. Get Involved in Public Law 94-142

The Education for the Handicapped Act, Public Law 94-142, is a major milestone in the develpment of educational services for the nation's eight million handicapped children. Recreation is included in the law as a 'related service.' Professional recreation organizations at the national and state level have been making suggestions on how best to implement the recreation dimension of the law. Individually, each professional in therapeutic recreation service can help. First, contact your state park and recreation association and therapeutic recreation section to find out the status of their respective letters and statements to the U.S. Bureau of Education for the Handicapped and to the division for special education of the state education agency. Find out what the status of recreation and therapeutic recreation is in the state plans that are being developed. Find out how you can help your state association and state therapeutic recreation section. Offer your services to local education agencies in planning and program development.

2. Get Involved with State Agencies Funding Recreation for Handicapped

Many programs such as developmental disabilities, vocational rehabilitation and social security are providing funds for community recreation in a few states. However, most states and most local communities are not using the Federal assistance that is available. The key factor is the local therapeutic recreation worker's individual determination to obtain support from these agencies. Again, working through the state park and recreation association and the therapeutic recreation section, find what state agencies and services are funding or could fund community recreation for the handicapped. It will take two or three years and a lot of work, but go after those funds.

3. Get In Touch with Delegates to the White House Conference on the Handicapped

If you act now, there is still time to get in touch with state delegates to the White House Conference on the Handicapped. Talk with these delegates impressing on them the inequality in opportunity for participation that exists for handicapped in recreation and parks. Tell them about the types of programs and services in recreation and therapeutic recreation service that can be provided and the benefits that can be achieved. The White House Conference on the Handicapped will influence legislation and program for the next 10 to 15 years. Make sure that recreation and leisure for handicapped gets a hearing at the Conference.

4. Offer Your Services to Local Park and Recreation Departments

Generally, local park and recreation department administrators, supervisors, and leaders are open to offers of assistance in planning and organizing community recreation programs for handicapped. Go to them, offer assistance. You can help with identification of handicapped individuals and groups and with in-service training for staff. Work through your state park and recreation association and therapeutic recreation section in doing this.

10. Get Involved in the Removal of Arcitectural Barriers

Recently, the U. S. Architectural and Transportation Barriers Compliance Board held special hearings on barriers to participation by handicapped in community recreation facilities and areas. This is the first stage in the development of a nationwide effort to open up leisure facility and areas to use by the handicapped. For information and materials, write the U. S. President's Committee on Employment of the Handicapped, Washington, D. C., 20202.

AND REMEMBER - THE KEY TO DEVELOPMENT OF COMMUNITY RECREATION FOR HANDICAPPED IS INVOLVEMENT OF THE CONSUMER

- IN PLANNING
- IN ORGANIZATION
- IN IMPLEMENTATION
- IN EVALUATION

5. Get Involved with the Governors and Mayors' Committes on Employment of the Handicapped

Gary Robb has prepared a special guide on the development of recreation programs and services in conjunction with the Governor's Committee on Employment of the Handicapped, or your local Mayor's Committee on the Handicapped. You may obtain a copy of this guide by writing the President's Committee on Employment of the Handicapped, Washington, D. C., 20202 or the NICRH. You have a great deal to offer this program at the state and local levels.

6. Get Involved in Pioneering Community Recreation for Handicapped Services

There are many greatly needed new services such as leisure assessment and planning, leisure education, leisure counseling and leisure careers for handicapped. Get involved in pioneering these programs and services through your local parks and recreation department, through the local special education program, through local voluntary health agencies. Information on these new programs is available from the National Recreation and Park Association, American Alliance for Health, Physical Education and Recreation and the NICRH.

7. Get Involved in Major Community Recreation for Handicapped Programs

Many communities are having outstanding success with programs such as Special Olympics, Arts for the Handicapped, Wheelchair Athletic and Cultural Festival for the Handicapped. If your local community doesn't offer these programs, do what you can to help start them. Or, if nearby communities are not offering them, see if you can be of assistance in starting them.

8. Help Recreation Students to Help Handicapped

Go to students offering guidance and technical support in their efforts to provide community recreation for handicapped or in various ways seeking to work with and for the handicapped. For example, for 1977 the American Alliance for Leisure and Recreation in cooperation with the U. S. President's Committee on Employment of the Handicapped is conducting a special "Students for Opportunity for Handicapped Project" and an excellent special kit of materials has been produced and distributed to colleges and universities. Offer to help students in recreation and park curricular to conduct one or more of the projects detailed in that kit. (If you want additional information contact Ms. Elva Hubbard, Executive Secretary - American Association for Leisure and Recreation, 1201 16th st., NW, Washington, D.C. She can arrange to send the kit to you or information on the college or university nearest to you that has received the kit.)

9. Get Involved Professionally with Other Professions

Granted that the number of therapeutic recreation service personnel is limited there is an even greater shortage of recreation professionals or recreation oriented people in other professional groups such as special education, vocational rehabilitation counseling, and physical therapy. Offer to work with these professional groups, join their associations, arrange to have recreation in-service training and educational sessions at the local, state and national conferences and meetings. Professional recreation personnel must reach out to other groups, not just at the national level but at the local and state levels as well.

III. COMMENTS ON THE INSTITUTES

National Seminar on Consumer Leisure Competencies - Dialogue was carried on between a group of specially selected educator/researchers and handicapped consumers who are active with the U.S. President's Committee on Employment of the Handicapped. The institute showed that there are many gaps in communication between people who are handicapped and the professionals who are providing or developing programs and services. The Institute also showed that not every handicapped person is a willing, able or active spokesperson for a group of handicapped or all handicapped. This writer observes that preparation of curricula and training for handicapped consumers in leisure consumerism will necessarily be a part of the overall developmental effort that is taking place. This 'First Institute' necessarily is the first in a series of dialogues, confrontations and exchanges that must take place between recreation professionals and handicapped consumers. The report on the Institute is available from the NICRH or the CRL-PCEH.

State In-Service Training Session on Community Recreation for Handicapped - Training sessions in Denver and Keystone were well attended and there is considerable interest in community recreation for handicapped among municipal recreation and park administrators. For example, Colorado Springs has actively discussed the possibility of a Recreation Center for the Handicapped, a project that is needed in that area of the state and would be an extraordinary contribution. There are very few therapeutic recreation service personnel in the state working in municipal settings; thus, the leadership and staff for community recreation for handicapped will come from the institutional staffs and the new graduates of therapeutic recreation service curricula from the state's various therapeutic recreation service programs. Consultation was provided to the new president, Ms. Sandy Thomas, and Executive Committee of the Colorado Therapeutic Recreation Society on the development of community recreation for handicapped. Ms. Thomas established a special Task Force on Community Recreation for Handicapped with statewide representation. Ms. Thomas is chairing the Task Force. The NICRH has been providing 15 sets of all materials produced, telephone consultation every two weeks and guidance on program and proposal development. It is hoped that the Task Force goals may qualify for state or Federal support. Ms. Thomas and the NICRH have agreed to develop and publish a Guide on Statewide Development of Community Recreation for Handicapped which will be a major benefit to other state therapeutic recreation sections and societies.

National In-Service Training Session on CRH - The large number of participants in the CRH Educational Session at the National Recreation and Park Association Annual Congress suggests the rapid growth of interest in this area of delivery of service.

State Institute on Rural Community Recreation for Handicapped - Iowa provided an excellent means of starting analysis and appraisal of the conditions that prevail in recreation service and participation for handicapped in rural communities and rural areas. Generally, rural communities are well behind urban areas in the availability of all types of human services and opportunities, i.e., health, welfare, education, and recreation, expecially recreation. Iowa, for example, ranks 43rd in the per capita Federal assistance coming into the state. Generally, Iowa has not implemented its Code relative to physical education for handicapped children so it follows that the state education agency has not supported recreation for handicapped children.

In general, recreation has a low priority or no priority in programs or services such as developmental disabilities. On the county level where many of the rural area and rural community problems are dealt with, recreation has received limited attention. For example, a group worked for three years in the Iowa City-Johnson County area to establish a demonstration of the use of Social Security Assistance for therapeutic recreation service for handicapped (using San Jose Model). The three year effort failed. The area, Iowa City-Johnson County, is one of the most likely areas in the state in which to have success in an innovation such as this. In studying the problem of delivery of human services to and for people living in rural communities and rural areas, the first major insight is that in general human service delivery is considerably below that of urban and suburban areas. Then, those needs which are foremost in the minds of the rural residents run to sewage, electrification, housing, etc. Amenities such as recreation are secondary or tertiary in priority. And recreation for handicapped takes on the color of 'sheer luxury.' Nationally, it is noteworthy that there are efforts to change this situation, for example, there is discussion of changing the name of the Department of Agriculture to the Department of Agricultural and Rural Affairs. The Second National Conference on Rural America was held in 1976 and an Iowa mayor conducted the first National Conference of Rural Mayors. Now is an excellent time for advocates of community for recreation for handicapped to step forth. The report is available form NICRH.

National Seminar on Cultural Rights of the Handicapped - The objective of the seminar was to confront the issue of the 'right' of people who are handicapped to participation in cultural, recreational and leisure opportunities. There are two dimensions to the study of rights of the handicapped. First, there is the matter of the 'human right' to participation. This relates to society's perception of what is just or fair. The other dimension is the actual 'civil right' to participation as set forth in the Constitution of the United States, or the Bill of Rights or the 14th Ammendment. The civil rights of individual citizens are the basis of court and governmental actions regarding minorities, women and handicapped. In recent years a certain degree of clarity or definition has evolved relative to an individual's right to employment, housing and education. However, the matter of the individual's right to participate in cultural, recreational and leisure activities is still not clear. The issue of women's right to participation in college and university athletics and Title IX is the area that is currently being reviewed rather intensively. This seminar sought to open discussion of rights of handicapped to participate in cultural, recreational and leisure activities. The matter of denial of participation by virtue of physical barriers is clear. And Section 504 of the Rehabilitation Act of 1973 requires accessability to all Federally funded facilities. However, there are many social and economic barriers that also deny participation. The question is, "To what extent are these social and economic barriers to participation in fact a denial of civil rights?" Advice has been sought from the U.S. Civil Rights Commission and this will be a continuing area of study.

Regional Institute on Recreation for Deaf-Blind - This institute was designed as part of the continuing in-service training program in the Mid Atlantic and Carribean and as a demonstration of an in-service recreation for deaf-blind training plan. The evaluation by participants was very high. Thus, those interested in extending, expanding or improving recreation and community recreation service and opportunity for handicapped are encouraged to obtain a copy of the training guide and institute report from the Institute Coordinator.

National Institute on Rural Community Recreation for Handicapped - First, major Federal agencies were contacted asking for information on their interest and support for development in rural areas. Generally, one might say that they responded saying they were interested but had only limited programs. Second, state extension services were contacted. The respondents were all interested but there was a wide range in this program or activity that they were supporting which in turn provided rural community recreation for handicapped. Finally, the National Community Education Association was contacted and it provided information on specific 'community education for handicapped' models that are currently being sponsored. During the conference, there were reports on special education support for recreation for handicapped, scouting for handicapped, parish (county) services, state and local extension services, city park and recreation 'outreach' and voluntary health agency programs. A report of the National Institute is in preparation.

IV. COMMENTS ON MODEL RECREATION SERVICE DELIVERY IN RELATION TO PUBLIC LAW 94-142

The "Sta-Fed-Comm-Rec" Model - Development of an Interrelated Plan and Procedures for Implementation of the Recreation and Leisure Dimensions of Public Law 94-142

Since September major attention has been directed to formulating plans and procedures for the implementation of the community recreation for handicapped dimension of the Education for Handicapped Act, Public Law 94-142. The primary papers that are directed to this include the following:

* Leisure Assessment and Planning in relation to Public Law 94-142
* Recreation Services for the Handicapped and Public Law 94-142
* Therapeutic Recreation and Public Law Senate Bill 752

These papers are available from the NICRH. Another paper relating to planning and procedures in community recreation for the handicapped that relates to Federal legislation and programs is the:

* Architectural and Transportation Barriers Preventing Recreation Participation by Handicapped and Public Law 90-480

The development of the NICRH materials in relation to Public Law 94-142 was conducted based on consultation and exchange with the National Consortium on Physical Education and Recreation for the Handicapped, the National Recreation and Park Association, the Council of State Presidents of Parks and Recreation Associations and the National Therapeutic Recreation Society. Exchange was also maintained with the American Alliance for Health, Physical Education and Recreation, the AAHPER Program for the Handicapped and the American Association for Leisure and Recreation.

The issues that emerged in designing plans and procedures for the delivery of recreation as a related service within Public Law 94-142 were the following:

* Registration Status of Recreation Personnel to be Employed
* Provision of Leisure Assessment and Planning as Part of the Individualized Educational Program

The NICRH design adheres to professional registration standards for personnel and professional service standards for programs. The keystone of leisure opportunity and participation for handicapped children is LEISURE ASSESSMENT AND PLANNING. A full description of the recommendations that have resulted from analysis and study of the proposed rules for Public Law 94-142 and the support that is needed to effect the delivery of therapeutic recreation service are described in the papers cited above.

V. NEW PAPERS, PUBLICATIONS, REPORTS

* Nesbitt, John A.
"Leisure Assessment and Planning in Relation to the Education for Handicapped Act, Public Law 94-142."
Presented before the National Advisory Committee for the Handicapped
May 12, 1976, Washington, D.C.

* Nesbitt, John A.
"Architectural and Transportation Barriers Preventing Recreation Participation by Handicapped and Public Law 90-480."
Testimony at Public Hearing of the U.S. Architectural Barriers and Transportation Compliance Board
Boston, Mass.
October 21, 1976

* Nesbitt, John A.
"Recreation Services for the Handicapped and Public Law 94-142."
Testimony at Public Hearings
Washington, D.C.
February 3, 1977

* Nesbitt, John A.
"Therapeutic Recreation Service Needs Related to Handicapped Children and Senate Bill 752."
Testimony at Hearings of the U.S. Senate Subcommittee on the Handicapped
Washington, D.C.
March 21, 1977

* Hippolitus, Paul
"A Look at the Importance of Leisure for Handicapped People."
Washington, D.C.
September 9, 1976

* Szymanski, David J.
"Recreational, Cultural and Leisure Services for Handicapped in Rural Communities in Iowa."
Fairfield, Iowa
December 2, 1976

VI. INSTITUTES AND MEETINGS PLANNED - TENTATIVE PROGRAMS AND INVITED SPEAKERS

March 23 - 24 (Wednesday, Thursday)
Pre-Convention Workshop on Mainstreaming Physical Education and Recreation for Those with Special Needs
(Preceding the AAHPER National Convention)
Sponsored by: The Young Men's Christian Association
In cooperation with:
Bureau of Education for the Handicapped
National Consortium on Physical Education and Recreation for the Handicapped
YMCA of Southwest Washington

REGISTRATION
Mail this form and check to :
YMCA Pre-Conference Workshop
YMCA of Southwest Washington
P. O. Box 698
Longview, WA 98632

Name_____

Phone_____

Street_____

City_____

State_____

Zip_____

Postition_____

Experience in Recreation or Swimming For Those With Special Needs

_____

Registration fee due March 10, 1977___$50.00 (includes materials, a lucheon and a dinner) For hotel reservations contact the Seattle Visitor's Bureau at (206)622-5022.

Seattle Conference Continued on next page

NTRS Institute - Savannah, GA - April 4-5, 1977
Tentative Schedule

Monday - April 4

9:00 a.m. - 10:15 a.m.

Opening General Session
Speaker: Lee Meyer, President, NTRS, "NTRS Up-Date: Open Forum"

10:30 a.m. - 12:00 Noon

Concurrent Sessions

I - Speaker: George Gavaghan, Chief of Recreation, Miami VA Hospital. "Recreation and the Spinal Cord Injured Client."

II - Speaker: Linda Melvin, T.R. Training Counsultant, Atlanta. "Sensory Motor Activities for the Severe and Profound Mentally Retarded."

III - Speaker: Dr. Gene Hayes, Virginia Polytechnic Institute. "Leisure Counseling and Leisure Education for Therapeutic Recreation."

2:30 p.m. - 3:30 p.m.

Concurrent Sessions

I - Speakers: Tom Barber, Ga. Department of Natural Resources, Atlanta
Jessyna Upshaw, University of Missouri, Columbia
Phyllis Coyne, University of North Carolina, Memorial Hospital, Chapel Hill
"Do You Know Where You Can Go?"

II - Speaker: Dr. Dawn Chaney, Bennett College, Greensboro, NC, "Programming for Recreation Activities for the Aged."

III - Speaker: Ted Muilenberg, West Virginia State College. "Motivation Techniques for the Recreator."

4:00 p.m. - 5:00 p.m.

Concurrent Sessions

I - Speaker: George Gavahan, Chief of Recreation, Miami VA Hospital. "Recreation and the Spinal Cord Injured Client."

II - Speaker: Dr. Dawn Chaney, Bennett College, Greensboro, NC, "Programming for Recreation Activities for the Aged."

III - Speaker: Charlene Farmer, Ga. Retardation Center, Athens. "Responsibilties of the Recreator in Providing Field Placement and Internship Services."

Tuesday - April 5

10:30 a.m. - 12:00 Noon

Concurrent Sessions

I - Speakers: Wally Lynch, Chief of Recreation Services, Veterans Administration, Washington, D.C.
Frank Downing, Recreation Specialist, Atlanta VA Hospital
"Recreation Programming in the General Hospital Setting."

II - Speaker: Linda Melvin, TR Training Consultant, Atlanta. "Sensory Motor Activities for the Severe and Profound Menta-ly Retarded."

III - Speaker: Dr. Gene Hayes, Virginia Polytechic Institute. "Leisure Counseling and Leisure Education for Therapeutic Recreation."

1:30 p.m. - 2:30 p.m.

Concurrent Sessions

I - Speakers: Wally Lynch, Chief of Recreation Services, Veterans Administration, Washington, D.C.
Frank Downing, Recreation Specialist, Atlanta VA Hospital.
"Recreation Programming in the General Hospital Setting."

II - Speaker: Charlene Farmer, Ga. Retardation Center, Athens. "Responsibilities of the Recreator in Providing Field Placement and Internship Services."

III - Speaker: Ted Muilenberg, West Virginia State College. "Motivation Techniques for the Recreator"

3:00 p.m - 4:00 p.m.

Closing General Session

Speaker: Dr. Gerald S. O'Morrow, University of Georgia, Athens.
"Where Are We Going Now - Future Trends in Therapeutic Recreation"
Institute Evaluation

Mini-Institute (or Special Program) on Recreation for Handicapped
Held at the Central District Conference of the American Alliance for Health, Physical Education and Recreation
Cheyenne, Wyoming
Conference Headquarters: Hitching Post, Cheyenne
Meetings and Education Sessions: Hitching Post, Cheyenne
April 13-16, 1977 (Wed., Thurs., Fri., Sat.)
Education Sessions: April 15-16 (Friday and Saturday)

Coordinating Committee for the Mini-Institute:
Dr. John A. Nesbitt, Central District AAHPER Vice President for Recreation
Dr. Roger Bishop, Central District President
Mr. Al Lewis, Central District PAST Vice President for Recreation
Ms. Dorothy High, Central District Vice President ELECT for Recreation
Mr. Kenneth Zucker, Research Assistant, BEH Community Recreation for Handicapped Models Project

Local Arrangements: Mr. Walter (Pax) Ricketts, Hathaway Building, Wyoming State Department of Education, Cheyenne, Wyoming 82002 Tele. 307/777-7411

Program

Date	Day	Time	Activity	Location
April 13	Wed.	7-10 pm	Executive Board Meeting (John Nesbitt & Ken Zucker attend as possible)	Room 346
April 14	Thurs.	8-10 am	State and District Officers Meeting (Journals - Capital Room, John Nesbitt and Ken Zucker attend as possible)	Various
		12-1:30 pm	Division Councils (Dorothy High, Chairperson; John Nesbitt and Ken Zucker visit as possible)	Buffet Luncheon
April 15	Fri.	8:30-10 am	Recreation Education Division Business Meeting Chair: John Nesbitt (Ken Zucker) and Dorothy High Topics: 1. Whither Goest PE and R: Schools, Community Univeristy; at NRPA; at AAHPER; at National Consortium PERH. Primary Resource Person - Ms. Elva Ellen Hubbard, Program Coordinator, American Association for Leisure and Recreation, AAHPER. (Subtopics: State relationship to local recreation programs, resources, programs, and services of AALR.) 2. PE, Rec and the Handicapped: Professional Implications of Public Law 94-142. Primary resource persons - John Nesbitt and Ken Zucker. 3. National Student Architectural Barriers Project Sponsored by AALR and the Committee on Recreation and Leisure of the U.S. President's Committee on Employment of the Handicapped. Resource person - Ms. Elva Ellen Hubbard.	Room A

Date	Day	Time	Activity	Location
April 15	Fri.	10:30 am	Section Title: School-Community Section Topic: Outdoor Recreation for Elementary School Age Children Speaker: Name to Come Presiding: Ms. Denise K. Erickson, P.O. Box 262, Steamboat Springs, Colo. 80477 Recording: Mr. John Wissler 10310 Mockingbird Drive Ralston, Neb. 68051	Room A
		3:30 pm	Section Title: Professional Preparation in Recreation Topic: Improving Educator - Practitioner Relationships in Recreation Speaker: Dr. William Murphy Director of Recreation and Leisure Studies University of Nebraska Lincoln, Nebraska Presiding: Mr. David Namie Mankato State University Mankato, Minnesota 56001 Recording: Dr. LaVernia Jorgensen Associate Professor University of North Dakota Grand Forks, N.D. 58201	Room A
		5-6 pm	Recreation Division - New Council, Dorothy High. Includes Recreation VP-Elect, VP and Past-VP, review program with Section Chairpersons in Recreation Division: All meet to review program and plan for next year.	Capitol Room
April 16	Sat.	8:00 am	Section Title: Recreation Topic: Community Recreation for Handicapped Speakers: Dr. John Nesbitt, Professor Mr. Ken Zucker, Research Assistant The University of Iowa Iowa City, Iowa 52242 Facility: Lecture arrangement Equipment: Podium, speaker system, overhead projector, video-tape projector, slide carousel, cassette player, screen	Room A

Date	Day	Time	Activity	Location
April 16	Sat.	10:00 am	Section Title: Professional Preparation in Recreation Topic: Futurism in Sport and Recreation Speaker: Dr. Carl Miller, Athletic Director, University of North Dakota, Grand Forks, N.D. 58201 Presiding: Mr. David Namie, Assistant Professor, Mankato State University, Mankato, Minn. 56001 Recording: Dr. LaVernia Jorgensen, Associate Professor, University of North Dakota, Grand Forks, N.D. 58201 Facility: See attached drawing Equipment: Slide projector, screen	Carriage Room
		1:45 pm	Section Title: Recreation Topic: A National Perspective on Implications of Public Law 94-142 for Physical Education and Recreation Speaker: Dr. William Chasey, Project Director, National Training Project - PER, Washington, D.C. Presiding: Mr. Kenneth Zucker, Research Assistant, Recreation Education Progam, The University of Iowa, Iowa City, Iowa 52242 Recording: Dr. John Nesbitt, Professor, Recreation Education Program, The University of Iowa, Iowa City, Iowa 52242 Facility: Lecture arrangement Equipment: Overhead projector, slide projector, screen, cassette player	Surrey Room
		3:30 pm	Section Title: Recreation Topic: Project Aquatics Mainstreaming Speaker: Mrs. Grace Reynolds, Project Aquatics Mainstreaming, Longview YMCA, Seattle, Washington Presiding: Dr. John Nesbitt, Professor, Recreation Education Program, The University of Iowa, Iowa City, Iowa 52242 Recording: Mr. Kenneth Zucker, Research Assistant, Recreation Education Program, The University of Iowa, Iowa City, Iowa 52242 Facility: Lecture arrangement and/or swimming pool Equipment: Speaker system, etc. Assistance: Aids, students, etc.	Carriage Room

*** NEW INFORMATION ***

On behalf of the CDAAHPER Therapeutics Section I am honored to co-sponsor the program. It is with tremendous enthusiasm that the Therapeutics Section does so desire to give our support to the program.

Concerning the topics that had been turned into Roger Bishop on October 19, 1976, they are as follows:

"Legislation and the Handicapped Child, It's Effects on Adapted Physical Education."

Speaker: Dr. Leon Johnson

"Special Olympics: Workshop Ideas for the Classroom Teacher."

Speaker: Dennis Flattre

THERAPEUTIC DROP-IN CENTER

"The following is the quoted request submitted 10/19/76 to Roger Bishop:

> 'This is a request of at least 10' x 20' floor space in the drop-in center for Therapeutics--preferably in a corner with at least 5 available folding tables.'

I will be looking forward to receiving additional correspondence from you concerning your progress and plans, as promised I will aid in as many promotional type ideas that I can."

Best Wishes.

Yours truly,

Dennis K. Flattre
Central District of the American Alliance for Health, Physical Education and Recreation
M.P.O. Box 6084
Springfield, Mo. 65801

Mini-Institute on Community Recreational Service for Atypical Populations
Held at the NRPA New England District Conference
(Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island and Vermont)
Hyannis, Massachusetts
April 18, 1977 (Monday)

Theme: The Handicapped in the Community
Institute Coordinator: Dr. Jay Shivers, University of Connecticut

Program

10:30 to 11:45 a.m. Part I. Integration of the Handicapped into Community Recreational Services (Mainstreaming)

1. Dr. John Nesbitt (Speaker and Moderator) (10 min.)
2. C. Reese, Initiating Client Returns to the Community From the Institution (5 min.)
3. M. Ivory, Voluntary Health Service Agency Activities (5 min.)
4. S. Deak, Developing Institutional and Community Relationships (5 min.)
5. Group discussion, questions, answers

1:45 to 3:00 p.m. Part II. Adaptation of Recreational Activities

1. Dr. Hollis F. Fait, Normalization and Dualism (Speaker and Moderator)
2. Mr. Joseph Curtis, Recreational Commissioner, New Rochelle, N.Y.
3. Dr. William Servedio, Abolishing Mobility Barriers at Recreational Facilities
4. Ms. Fran Wallach, Mobile Recreational Facilities
5. Group discussion, questions and answers

3:30 to 4:45 p.m. Part III. Financing Recreational Services to the Handicapped in the Community (Moderator) J. Nesbitt

1. State Financing of Recreational Programs for the Atypical (D. Arlen, R.I.)
2. Federal Programs for Funding Community Recreational Service for the Handicapped (J. Nesbitt)
3. Developing State Plans for Operating Public Recreational Services for the Handicapped in the Community (J. Curtis, et. al.)
4. Group discussion

Special Sessions on Community Based Recreation for Special Populations (Tentative)
(Serving Washington, Oregon, Idaho, Montana, and Alaska)
Held at NRPA Northwest District Conference
Valley River Inn
Eugene, Oregon
NRPA District Conference Theme: "The Joy of Leisure: Our Commitment to People"
May 2, 1977 (Monday)

Institute Planning

Coordinator: Catherine Andres Ebbert
Member: Grace Reynolds
(Others to be announced)

Program

1:30-3:00 Implication for Recreation for Handicapped of P.L. 94-142
- Speakers: Catherine Andres Ebbert
John A. Nesbitt *
Handicapped consumer (to be announced)
- Reactor Panel: (to be announced)

3:00 Break

3:30-5:00 Work Groups on "How To"
- Providing Transportation
- Eliminating Architechtural Barriers
- Consumerism (consumers participating)
- Obtaining Funding
- "Handicapped -Find" (identify participant)

The program will be oriented to "how to" rather than "you should" as it is expected that participants will be committed to delivery to the handicapped in the community. In the second session, as many as possible will be drawn from the Northwest region.

*John Nesbitt should be prepared to report on latest developments and implications of P.L. 94-142; and report on what is happening across the country in community recreation for handicapped.

Special Planning

1. Request a promotional brochure on community recreation for handicapped and project for early circulation and inclusion in registration kit.
2. Using Colorado Model (see Regional Institute Newsletter No. 4, p. 6) Catherine is considering organizing a multi-state, multi-community survey to determine types and movements of service provided, members served, funding.
3. An exhibition in the conference general concourse on three to five community recreation for handicapped programs. This will be designed to impact on community personnel.
4. Having materials on display and for pick-up in a special resource room or as part of a general resource room. But, this must be highly accessible and visible.

News Notes

Catherine reports that locally in Tacoma, through Fort Steilacoom Community College, a local special institute for the fall, 1977. This will meet the needs of many local people, drawing from Seattle and Southern Puget Sound.

May 4-5-6 (Wednesday, Thursday, Friday)
Annual Meeting of the President's Committee on Employment of the Handicapped
Washington Hilton Hotel
Washington, D.C.

May 4, 1977, 10-12 AM
Meeting of the Committee on Recreation and Leisure of the U.S. President's Committee on Employment of the Handicapped
Coordinator: Mr. Paul Hippolitus

Agenda

1. Planning of the National Forum on Commercial Recreation and the Handicapped
2. Second Meeting on the "Charter of Leisure Rights and Responsibilities of the Handicapped."

(No other business planned; first priority to the National Forum)

Invited Consultants (not confirmed)

1. Robert Blundred, Executive Secretary, International Association of Amusement Parks and Attractions
2. Charles Fraser or representative, Sea Pines Plantation, Hilton Head Island
3. Representative, American Hotel and Motel Association
4. Representative, Mariott Association
5. Representative, Disney World Productions, Orlando, Florida
6. Also plan to contact AMF-Voit, Brunswick, Game Time, Miracle, etc.

Specific Objectives of the Meeting

1. Plan the structure of the National Forum
2. Identify delegates to the Forum
3. Develop strategies for preparation of Guidelines on Models in Commercial Recreation for Handicapped (identify existing models, dissemination of information, etc. related to the BEH National Institute on Community Recreation for Handicapped)

Items for Discussion (under development by Mr. Hippolitus)

1. Employment
2. Adaptation
3. Accessibility
4. Consumer Protection
5. Economic Issues
6. Training of Personnel
7. Others

PCEH Continued on the Next Page

May 5, 1977, 20 2-4 PM
Workshop on Recreation and Leisure: Participation and Employment
Washington Hilton Hotel
Room to be Announced
Coordinator: Mr. Paul Hippolitus

This session will explore recreation's potential for handicapped individuals in both employment and fulfillment.

Moderator: Dr. John Nesbitt, Chairman, Commitee on Recreation and Leisure, PCEH

Panelists: Harold Snyder, Director of Programs for the Handicapped, Smithsonian Institution, Washington, D. C.

Dr. David Compton, Senior Research Associate, National Recreation and Park Association, 1601 N. Kent Street, Arlington, Va. 22209

Dr. Dennis Vinton, Recreation Curriculum, University of Kentucky, Lexington, Ky. (Not confirmed as of March 8, 1977.)

Other Activites

- May 5-6, Recreation Exhibits in the General
- Exhibits (last year there were 20 recreation related exhibits)
- Executive Committee Meeting, PCEH, May 4, All Day
- General Session, May 5, Morning
- Noon, May 5, "Cultural Festival", Sponsored Annually by the Committee on Recreation and Leisure and Directed by Mrs. Helen Jo Mitchell Hillman
- Workshops, May 5, Afternoon
- Banquet, May 5, Evening, 7:30 PM
- General Discussion Session, May 6, 9-12; topics include
  * Recruitment
  * Accommodation of jobs.
  * Affirmative Action
- International Luncheon, May 6

May 12 - 14 (Thursday, Friday, Saturday)
Mid-East Therapeutic Recreation Symposium
Sheraton Inn, Washington
North-East (8500 Annapolis Road)
New Carolton, Maryland

May 12 (Thursday)

Special Program on Community Recreation for Handicapped
(Various Sessions during the Symposium will relate to Community Recreation for Handicapped and will be specifically identified in the Symposium Program).
Coordinator: David M. Compton

2:45 - 4:00 In-Service Training on Community Recreation for the Handicapped
The Challenge of Community Recreation for Handicapped
by John A. Nesbitt
Reactors
David M. Compton, Careers
David Park, In-Service Training
Jerry Kelley, Program
Paul Hippolitus, Resources

1:15 - 2:30 - In-Service Training on Community Recreation for Handicapped
Model Community Programs

* Helen Jo Mitchell Hillman, Department of Parks and Recreation, Special programs, Washington, D.C.

* Karen Littman, Special Program, Maryland National Capitol Park and Planning Commission

* Vicki Annand, Special Program VR Clients, Temple University, Philadelphia, Pennsylvania.

Other Community Recreation for Handicapped Program Presentations

* Mrs. Eunice Shriver, Kennedy Foundation
* A Consumer Panel Moderated by Dr. Frank Bowe, Executive Director of the American Coalition of Citizens with Disabilities.
* Dr. Marty Meyer, Department of Mental Health of Indiana

VII. PRELIMINARY REPORTING ON ACTIVITIES COMPLETED

DATE	INSTITUTE CONTENT (Coordinator-Site)	OBJECTIVES	PARTICIPANTS	RESULTS
1976 September 9	National Seminar on Leisure Consumer Competencies (Paul Hippolitus) (Washington, D.C.)	1. Dialogue between recreation specialists and handicapped consumers on current innovations, i.e. leisure education, counseling and facilities. 2. Plan for national institute with large participation	1.a Small group of consumers and professionals 2.a assigned to staff	1.a Report published and available from CRL-PCEH on NICRH. 2.a Completion pending
September 20-23	State Educational Session on Community Recreation for Handicapped Training (John Cogley) (Denver, Greeley, Colorado Springs, Keystone, Colorado)	1. Training in CRH 2. Consultation in CRH 3. Demonstration in CRH	1.a Denver 66 Trainees 1.b Keystone 42 Trainees 2.a Colorado Springs Staff 2.b Colorado Therapeutic Recreation Society 2.c Colorado State-Denver and University of Northern Colorado 3.a State CTRS Task Force on CRH (Sandy Thomas, President)	1.a-b Evaluation taken 2.a-b-c Report made 3.a Continuing liason, special mailings; Report on results will be published
October 19	National Educational Session on Community Recreation for Handicapped Training (Jackie Vaughan) (Boston, Mass.)	1. Training in CRH 2. Determine information needs	1. 284 Trainees 2. materials requests taken 180	1. Evaluation taken, 154 2.a Information compiled 2.b Special printing underway to fill requests
December 2	State Institute on Rural Community Recreation for Handicapped (David J. Szymanski and Spencer McKinney) (Fairfield, Iowa)	1. Determine Status of RCRH 2. Explore means of development	1-2. Small group of advocates and state agency personnel	1-2. Evaluation taken 1-2. Report published and available from NICRH

DATE	INSTITUTE CONTENT (Coordinator-Site)	OBJECTIVES	PARTICIPANTS	RESULTS
1977 January 11	Regional (Mid-Atlantic and Carribean) Institute on Recreation and Leisure Time Activities for Deaf-Blind (David George) (Philadelphia, Pa.)	1. Train teachers, aids 2. Consultation on program development	1. 89 Trainees 2. Demonstration consultation provided	1. Evaluations taken 2. Publication in preparation to be available from MANCRCSDBC
January 18	National Seminar on Cultural Rights of Handicapped (Paul Hippolitus) (Washington, D.C.)	1. Continue development and validation of statement 2. Study application to legislation and programs 3. Study architectural barriers	1. Small group convened to review instrument 2.a Statement by U.S. Civil Rights Commission not submitted 2.b Reviewed Title IX, Section 504, etc. 2.c Revised Park Service Plan	1. Review of responses 2.a Pending 2.b-c Report published
February 1	National Institute on Rural Community Recreation for Handicapped (Clifford Seymour) (Baton Rouge, Louisiana)	1. Train participants 2. Identify state models, services and programs, state and federal 3. Preliminary appraisal of delivery nationwide 4. Formulate strategies for development	1. 45 Trainees/Faculty 2. 20 Federal and state agencies sent information 3. Appraisal conducted 4. Work groups conducted	1. Evaluation taken, 30 2. Publication pending 3. Publication pending 4. Publication pending; Demonstration under consideration

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KEY

CRH	Community Recreation for Handicapped
NICRH	National Institute on Community Recreation for Handicapped
CRL-PCEH	Committee on Recreation and Leisure of the U.S. President's Committee on Employment of the Handicapped
MANCRCSDBC	Mid-Atlantic-North-and Carribean Regional Center for Services to Deaf-Blind Children
RCRH	Rural Community Recreation for Handicapped

VIII.

Name of Institute: _____

National Institute Community Recreation for Handicapped		
The Project	The Sponsor	The Implementor
National Institute on New Models for Community Based Recreation Programs and Services for Handicapped Children and Youth	Bureau of Education for the Handicapped, Office of Education, U.S. Department of Health, Education and Welfare	John A. Nesbitt, Project Director, Recreation Education Program, The University of Iowa, Iowa City, Iowa 52242 (tel: 319/353-6808)

EVALUATION FORM

Please complete this form.

Name of Respondent (to be used in sending follow-up materials) | Date

Title (Role) | Unit/Bureau

Agency/Organization

Address: Street/Building | City

State | Zip | Telephone (include Area Code)

Background Data on Evaluator

Profession: (Check One)

___Adapted Physical Education
___Physical Education
___Recreation
___Parks
___Parks and Recreation
___Municipal/Community Recreation
___Therapeutic Recreation
___Special Education
___Occupational Therapy
___Physical Therapy
___Social Work
___Speech Therapy
___Other

Title: (Check One)

___Administrator
___Consultant
___Supervisor/Consultant
___Leader
___Technician/Aide
___Volunteer
___Principal
___Teacher
___Other

Population Served (Check where appropriate)	Age 0-2	2-5	6-12	13-15	16-19	20-30	31-45	46-61	62 +
Non-Handicapped									
Aged with Impairments									
Blind & Visually Handicapped									
Deaf & Hard of Hearing									
Deaf-Blind									
Drug Problems									
Learning Disabilities									
Mentally Retarded-Trainable									
Mentally Retarded-Educable									
Physically Handicapped									
Speech & Communication Impairments									
Social Offenders-Adult									
Social Offenders-Youth									
Other Health Impairments									

Check closest amount of the Institute/Session you were able to attend:

___1/4 ___1/2 ___3/4 ___full Institute/Session

The Institute/Session and Materials

Please check in appropriate box: 0 - No response/omit
1 - Very negative
2 - Negative
3 - Satisfactory
4 Positive
5 - Very Positive

Institute/Session Presentations

My rating of the	0	1	2	3	4	5
...presentation of models is						
...guidelines, goals, statements is						
...printed brochures and materials is						
...audio-visual materials used is						
...lectures and presentations is						

Quality of Interaction

My rating of the						
...opportunity to ask questions, respond to presentations, is						
...opportunity to engage in information exchange with other participants is						
...opportunity to engage in social exchange and to interact is						

Institute/Session Organization

My understanding of the Institute/Session objectives was						
My rating of the						
...Institute/Session facilities is						
...Institute/Session publicity is						
...Institute/Session staff work is						
...Institute/Session operation is						

Comments, Needs, Observations

Please comment about the Institute/Session, your current needs, etc., as you see fit. We will send information in answer to your requests.

_____

_____

_____

_____

NATIONAL INSTITUTE ON COMMUNITY RECREATION FOR HANDICAPPED

BEH COMMUNITY RECREATION FOR HANDICAPPED MODELS PROJECT
Dr. John A. Nesbitt, Project Director
Recreation Education Program
The University of Iowa
Iowa City, Iowa 52242 Tel: 319/ 353-6805

Regional
Institute
Newsletter
No. 8-8-8-8-8
March 29, 1977

Paper for the Savannah, Cheyenne and Hyannis Institutes

* Regional Institute on Community Recreation for Special Populations
  NRPA Southern District Conference
  Savannah, Georgia
  Coordinators - Jim Ryan
  - Thad Studstill
  - Max Forman

"Educating the Handicapped Child for Leisure Fulfillment" Part III Teamwork at the National Level in Recreation for Handicapped Children and P.L. 94-142 - A Report on Exchange and Cooperation in Developing Recommendations for Rules on Recreation as a Related Service

by John A. Nesbitt

Special Release to Boards of Directors and Newsletters of:

* National Therapeutic Recreation Society of NRPA (c/o Yvonne Washington) (NTRS)
* American Park and Recreation Society of NRPA (c/o Barry Tindall) (APRS)
* National Forum of NRPA (c/o Barry Tindall) (NF)
* Council of State Presidents of NRPA (c/o Dorothy Mullins) (CSF)
* American Association for Leisure and Recreation of AAHPER (c/o Ellen Elva Hubbard) (AALR)
* National Association of State Directors of Special Education (c/o William Shippers) (NASDSE)
* Higher Education Consortium for Special Education (c/o Dr. Tom Stevens) (HECSE)
* John Davis of the National Recreation and Park Association (NRPA)
* William C. Geer of the Council for Exceptional Children (CEC)
* George Anderson of the American Alliance for Health, Physical Education and Recreation (AAHPER)
* National Consortium on Physical Education and Recreation for the Handicapped (c/o John Dunn) (National Consortium/NCPERH)

Revised April 6, 1977

Introduction

The chronology that follows covers high points of the process that has gone on over the last year in developing recommendations on the recreation aspects of Public Law 94-142. I have not cited specific liaison, for example, the early visits with Mr. Tom Irvin by Dr. Leon Johnson as 1975-76 National Consortium President and Mr. David J. Szymanski as National Consortium Legislative Committee Chairman; nor have I cited every position paper, statement or testimony. Briefly, I have tried to sketch the highlights of activity. Anyone wishing to research this matter further should contact me or Mr. Barry Tindall.

Major Step Forward

In terms of national leadership, the American Recreation for Handicapped movement has just experienced its finest hour. During the last six months over 100 1976-77 elected recreation national officers and state leaders, representing some 85,000 professional local workers have been involved in formulating a "national position statement on recreation for handicapped children as a related service in Public Law 94-142." I will quickly note that there are two basic statements - one by the National Consortium and one by NRPA - but the statements are wholly compatible and they are based on the same basic principles and goals. And there are no noses out of joint.

The concensus that developed came from a thorough study of the issues and problems and an open democratic study of the alternatives. It is indeed exciting that the following organizations are involved and fully supportive:

* National Therapeutic Recreation Society of NRPA
* American Park and Recreation Society of NRPA
* National Forum of NRPA
* Council of State Presidents of NRPA
* American Association for Leisure and Recreation of AAHPER
* National Consortium on Physical Education and Recreation for Handicapped

I wish to note here also that none of these organizations represent institutions that are primarily or wholly involved with handicapped children or special education. For each one of the people involved and each one of their institutions or agencies, supporting the goals of P.L. 94-142 means reaching out, means extending "me and my agency" in the interests of handicapped children. The fact that all these agencies have "signed on" was not really planned. There was no previous precedent for this type of broad involvement and support. It happened! And it is very gratifying that it happened. And it means that millions of hours of leisure fulfillment are just around the corner for America's handicapped children.

I do not want to be presumptive in speaking for all my recreation colleagues, but I believe I am not out of line in reflecting that, recreation is organized, recreation is committed, recreation is ready to move forward with P.L. 94-142.

The current state of readiness is a milestone. I would reflect that when various vocational rehabilitation acts have been passed, we have not been ready. When aging legislation and health care legislation have been passed we have not been ready. When mental health and law enforcement legislation have been passed we have not been ready. But we are ready now to help handicapped children.

We are ready for a number of reasons. Therapeutic recreation service as a professional specialization has developed. The community recreation and park administrator/supervisor has taken the position that he/she wants to help. And special education and the Bureau of Education for the Handicapped have wanted recreation to develop and to be involved. The BEH has invested some $4 million dollars in recreation for handicapped training, research and special projects. Without this support, recreation for handicapped children would not be ready.

What Has Happened

Review of the steps leading to the formulation of rules for Public Law 94-142 will be helpful at this point. Functionally, the steps have been: 1) passage of legislation, 2) convening of a writing team to draft the rules, 3) public hearings on the rules where the public, the professions and agencies gave opinion on the draft rules, 4) preparation of final rules by HEW and BEH staff, and 5) implementation of the rules and regulations.

Regarding step one, the passage of legislation, over the last 10 years there has been increasing interest and support for recreation for handicapped. First, it was Senator Kennedy who introduced legislation that provided physical education and recreation for handicapped children. Successive testimony by physical educators and recreation workers resulted in the Senate's and House's overt recognition of recreation for handicapped. Through the leadership of Mrs. Eunice Kennedy Shriver and the Kennedy Foundation, Public Law 94-142 calls for the provision of physical education and mandates recreation as a related service established. This is a great advance for recreation. Finally, recreation can anticipate increased attention based on the direct interest in recreation for the handicapped of Senator Jennings Randolph, Senator Robert Stafford, Senator John C. Culver and Senator Orrin Hatch.

For step two, over 100 professionals working in all aspects of special education were called into Washington, D.C. by the Bureau of Education for the Handicapped to advise on the draft formulation of the Rules for Public Law 94-142. Physical Education and Recreation were represented by Dr. David Auxter, Dr. William Chasey and Dr. Fred Humphrey.

Public hearings, step three, were held during February in Washington, D.C., Boston, Chicago, Denver, San Francisco and Atlanta. These were open to the public and a number of representatives of recreation testified.

We are now in phase four. The testimony is being studied by HEW lawyers, OMB accountants, special education agency administrators and teachers and the Bureau of Education for Handicapped professional staff.

Anticipating step five, it should be stated recreation as a related service is not and will not be a line item in a funding formula for state allocations. Funds for recreation personnel, programs and services will come out of state education agency and local education agency budgets. This is a wholly acceptable resolution for recreation at the present time. However, there are important features of the rules that can facilitate or cause barriers to recreation service delivery.

It is critically important that recreation be defined properly and formally. It is critically important that recreation and leisure be part of the individualized educational assessment and program planning process. If recreation is not dealt with adequately, then to achieve our mission with and for handicapped children, we will be forced to go state by state explaining recreation to every level of agency administrator

and each teacher that we work with until everyone concerned understands our mission. Conversely, the HEW lawyers want to specify as little as possible to ease administration of the entire program. Granted, state education agencies and local education agencies already have guargantuan problems in dealing with the main body of the legislation and the rules that will accompany the legislation. For example, unless states carry out appropriate planning and other required functions, they stand to lose part or all of their Federal funding for special education. So, there are many officials in the rules formulating process who would prefer that recreation as well as other services and functions were removed entirely, simply for management purposes.

A review of the proposed Rules for Public Law 94-142 and the recommended revisions submitted by the National Recreation and Park Association, the American Alliance for Leisure and Recreation and the National Consortium clearly show the major concerns that resulted from study by these organizations. The major points that the recommendations addressed themselves to were the following:

* The need for a bonified definition of recreation as a related service such as "recreation as a related service includes professional assessment of leisure function, therapeutic recreation service, recreation programs in school and community agencies, and leisure education."

* The need to make assessment of leisure functioning a fundamental part of the 'individualized educational assessment and program' provided for each handicapped child.

* The need to recognize and include professionally prepared and registered therapeutic recreation service personnel and professional programs and services in the total scheme of 'defined deliverables.'

What is Happening and Will Happen

National leadership has done about all it can in the formulation of rules and regulations for Public Law 94-142. The critical functions have been moving to the states and the state therapeutic recreation sections of the state park and recreation organizations. Therapeutic recreation specialists and professional TR sections in various states have been working actively with state special education agencies in planning for the implementation of P.L. 94-142. Some states have a very active posture in this regard. For example, states such as New Jersey and Illinois and their activities can provide models for other states.

The next stage of development will place responsibility for coordination, program development and so on squarely on the shoulders of therapeutic recreation service personnel and local schools, local park and recreation departments and local agencies.

Over the last year there have been a number of work group meetings, working papers and final statements submitted as testimony, etc. These have been prepared through the efforts of the NRPA, the National Consortium, etc. As the responsibility for action moves from the national level to the state and local level, there is need for a final statement in the form of a Model National Delivery System for Recreation for Handicapped Children in Relation to Public Law 94-142. I will prepare the draft of this statement for referral to the "Joint Committee on Recreation Aspects of P.L. 94-142," which is composed of representatives of the NTRS, the NRPA Council of State Presidents and the National Consortium on PERH.

This statement will provide national, state and local workers with a general guideline on the implementation of the recreation aspects of P.L. 94-142. Each section of the Federal Rules will be discussed in terms of roles and functions at the national, state and local levels. For example, one section of the proposed rules calls for State Advisory Committee. In my testimony I recommended that recreation be represented on that committee. I have reports from a few states suggesting that recreation representatives may be appointed to that committee. However, in those states where recreation does not have representation, the role of the state therapeutic recreation section or a special committee that might be established is clear, it must maintain an active relationship with that committee, making suggestions, reporting on research on leisure functioning of handicapped children, making recommendations on program development, pointing up unmet needs, etc. The intended end result of the "National Model" will be a model which responds to the leisure needs of handicapped children. If there are shortcomings in the final Rules, recreation professionals must do their best to compensate those deficiencies through initiative, innovation and ingenuity. Not I, nor any of my recreation colleagues will knowingly stand by while handicapped children suffer recreation deprivation or leisure isolation; or will we stand by while handicapped children are "programmed" for an adulthood of exclusion from leisure fulfillment, a lifetime of non-citizenship.

Appendix A

Chronology of Recreation Activities re P.L. 94-142

I believe that it is helpful to review the chronology of meetings and activities in seeing the concensus and strength of the concensus that has evolved in recreation.

1976

March — Dr. John A. Nesbitt testified on recreation at Senate Sub-committee on the Handicapped Oversight Hearings on the Rehabilitation Act of 1973.

April — National Consortium on Physical Education and Recreation for the Handicapped formed a work group on Public Law 94-142 to study the formulation of rules and regulations regarding physical education and recreation under Dr. Leon Johnson and Dr. William Chasey.

May — The BEH National Advisory Committee for the Handicapped devoted a fall meeting to physical education and recreation receiving basic position papers on physical education by Dr. Julien Stein, on recreation by Dr. Nesbitt and on leisure education by Dr. Donald Hawkins.

A statement on Leisure Assessment and Planning as a basic function of Public law 94-142 was presented by Dr. Nesbitt before the BEH Naitonal Advisory Committee for the Handicapped.

June — General information was submitted by Dr. Nesbitt, President of the National Consortium to the Bureau of Education for the Handicapped prior to the convening of the BEH 94-142 Rules Writing Team. Physical Education and Recreation were represented on the Writing Team by Dr. David Auxter, Dr. William Chasey and Dr. Fred Humphrey.

Reacting to the draft proposed Rules for P.L. 94-142, Dr. Joe Teaff submitted a professional definition and procedural guidelines for the delivery of 'recreation' as a 'related service.' Dr. Carol Peterson developed a general position paper which was published and presented during the la te summer and fall.

July — A national work group was convened to review the proposed Rules for P.L. 94-142 that related to recreation as a related service and the leisure assessment and plan procedure previously written by Dr. Nesbitt as well as the proposed definition and procedure written by Dr. Teaff. The work group included: Joe, Teaff, Beth Barney, Karen Boulos, Colleen Dowell, Mel Evans, Jerry Kelley, Robert Orr, Janet Pomeroy and Barbara Sternfeld. A statement was drawn up and forwarded to the Bureau of Education for the Handicapped as well as being distributed to organizations such as the NTRS, NRPA, AALR etc.

September — A work group was convened in Washington, D.C. of Dr. David M. Compton, Mr. Jerry Kelley, Mr. David Park and Dr. William Chasey. The group reacted further to the proposed Rules for 94-142 and proposed basic alternative definitions. Subsequently, Dr. Nesbitt met with Dr. Chasey reviewing these draft statements and writing additional definitions and guidelines.

At the annual meeting of the National Consortium, committees were formed to develop position statements on physical education (chaired by Dr. Lane Goodwin) and recreation (chaired by Dr. Joe Teaff) in relation to P.L. 94-142 A general meeting was held to discuss recreation definitions, procedures and functions contained in the proposed Rules.

October — In conjunction with the A[illegible] Congress of the National Recreation and Park Association the follow[illegible]ook place:

1. The Council of State Presidents received and acted favorably on a resolution submitted by the New Jersey Park and Recreation Association. The Resolution called for direct National Recreation and Park Association interest in and involvement in the development of recommendations regarding the definition and procedures for recreation as a related service in P.L. 94-142.

2. A joint committee was formed to study definitions and procedures regarding recreation in P.L. 94-142. The joint committee was made up of representatives of the National Consortium (Dr. Joe Teaff), the Council of State Presidents (Mrs. Jackie Stanley) and the N.T.R.S. (Dr. Carol Peterson). There followed in successive months extensive exchange among the three organizations, communication being coordinated by Mr. Barry Tindall of NRPA in Washington, D.C.

December — A special task force with representatives of key organizations and groups was convened by Mr. David Park and Dr. Fred Humphrey and a general statement was prepared on recreation as part of P.L. 94-142. Participants included Dr. William Chasey, Mr. Barry Tindall, Dr. Julien Stein and Ms. Yvonne Washington.

1977

January — A final recreation work group meeting was held in Washington, D.C. with the following in attendance: Dr. Nesbitt, Mr. David Park, Mr. Jerry Kelley, Dr. Julien Stein and Mr. Paul Hippolitus. Near final agreement was reached on model recreation regulations for 94-142. This was followed by continued exchange and communication within the Joint Committee through efforts of Mr. Barry Tindall.

February — At the first public hearing on February 3, 1977, Dr. Nesbitt presented the National Consortium position statement in the form of testimony. Testimony was given by Mr. Barry Tindall of the National Recreation and Park Association which parelleled that given by Dr. Nesbitt. Testimony on physical education was presented by Dr. Chasey, Dr. David Auxter and Dr. Julien Stein.

In mid-February, the NRPA's National Therapeutic Recreation Society, National Forum, and American Park and Recreation Society reviewed all activity to date including review of Dr. Nesbitt's February 3 testimony and formally adopted similar statements which in turn were forwarded to the BEH.

Dr. Richard Kirchner, President of the American Association for Leisure and Recreation, submitted a letter to BEH in which he made recommendations parelleling the National Consortium and the NRPA proposals.

During the month of February, various recreation spokespersons such as Dr. Jay Shivers, Mr. David J. Szymanski and Dr. Carol Peterson gave testimony at Public Hearings conducted by the Bureau of Education for the Handicapped.

March

In March, more than 100 national, state and local recreation officials wrote formal letters to the Bureau of Education for the Handicapped, endorsing and supporting the provision of recreation for handicapped children as a related service in Public Law 94-142.

Dr. Nesbitt testified before the Senate Sub-committee on the Handicapped on Funding for Recreation in P.L. 94-142. This was a follow-up on the year's work and the previous year's testimony.

The National Recreation and Park Association and the National Consortium have requested a final interview prior to the issuance of final Rules for 94-142 with representatives of the Bureau of Education for the Handicapped for the purposes of: 1) summarizing and interpreting the broad range of recreation endorsement, involvement and support; 2) answering questions, interpreting statements, reconciling conflicts, etc., that arise from the Bureau's efforts to react and respond to a literally voluminous input of recreation letters, statements, memoranda and reports; and 3) offering further assistance as needed.

References

Official Statement of the National Recreation and Park Association on Public Law 94-142 (National Forum, N.T.R.S. and A.P.R.S.) - available from Mr. Barry Tindall, National Recreation and Park Association, 1601 North Kent Street, Arlington, Virginia, 22209.

Official Testimony (position statement) of the National Consortium on Physical Education and Recreation for the Handicapped, February 3, 1977 - available from Dr. John A. Nesbitt, President, NCPERH, Recreation Education Program, University of Iowa, Iowa City, Iowa 52242.

Education of Handicapped and Incentive Grants Program, Assistance to States, Federal Register, Thursday, December 30, 1976, Part IV, Department of Health, Education and Welfare, Office of Education - available from Dr. Edwin Martin, Deputy Commissioner, Bureau of Education for the Handicapped, Office of Education, U.S. Department of Health, Education and Welfare, Washington, D,C, 20202.

Attachment A

"Recreation Services for the Handicapped and Public Law 94-142"

Statement of

The National Consortium on Physical Education and Recreation for the Handicapped

by John A. Nesbitt, President, National Consortium

On

The Recreation Aspects of

Education of Handicapped Children and Incentive Grants Program, Assistance to States as published in the Federal Register, Thursday, December 30, 1976, Park IV

Submitted relative to

Public Hearing Relative to the Regulations for Public Law 94-142
(45CFR, Parts 100B, 121A, 121M)
EDUCATION FOR HANDICAPPED ACT

Mr. Thomas B. Irvin
Aides to State Branch
Bureau of Education for the Handicapped
Office of Education, ROR 3
7th & D Street, S.W.
Washington, D.C. 20202

Held February 3, 1977
Washington, D.C.

Summary of Oral Testimony (see attachment)

I. Introduction

I am pleased to present the National Consortium on Physical Education and Recreation Statement on the Recreation Aspects of the Education of Handicapped Children and Incentive Grants Program, Assistance to States, as published in the Federal Register, Thursday, December 30, 1976, Part IV.

I wish to thank Dr. William Chasey for compiling and presenting the National Consortium Statement on Physical Education.

May I take this opportunity to urge that you consider additional consultation of resources available within the Bureau relative to physical education for handicapped and recreation for handicapped. These resources include:

1. Reports and recommendations of the HEW Secretary's National Advisory Committee on Physical Education and Recreation for Handicapped Children.

2. Reports and recommendations on leisure, physical education and recreation submitted to the BEH's National Advisory Committee for the Handicapped in May, 1976.

3. Reports, new insights and new knowledge on physical education for handicapped children and recreation for handicapped children gained through the BEH's continuing program of research, demonstration, and personnel preparation including special projects in physical education and recreation for handicapped children.

A number of the BEH staff are able to provide data, guidelines and insights on the organization and delivery of physical education and recreation for handicapped children based on these BEH supported activities.

Based on my first hand experience with the executive, advisory and program staffs of the Bureau of Education for the Handicapped, with professionsl advocates across the nation involved in the National Consortium, the National Recreation and Park Association and the American Alliance for Health, Physical Education and Recreation, and with the individuals who have been primarily responsible for the initiation and development of the physical education and recreation programs for the handicapped, I am most gratified to report that the efforts of those working with and through the Bureau have been committed to the spirit of the Education for the Handicapped Act of 1976. This committment has existed from the inception of the physical education and recreation program in 1967 down to the present time.

Physical education teachers and recreation specialists across the nation join with our colleagues in the other helping disciplines in eager anticipation of a new epoch in the evolution of philosophy and programs which will truly enfranchise all people - including people who are handicapped.

We are deeply gratified to be part of this effort and we can look to a day when the handicapped child achieves equal opportunity in employment, in education and in the cultural-recreational-leisure life of the nation.

On behalf of the members of the National Consortium on Physical Education and Recreation for the Handicapped, and more importantly on behalf of the constituency which we are all mutually dedicated to serving, the nation's handicapped children, may I take this opportunity to express our commendation to everyone who has contributed to the creation of this great new program and the new life for people who are handicapped that it guarantees.

In addition to the statements on physical education and the statement on recreation that you have from the National Consortium on Physical Education and Recreation for the Handicapped, you have received statements from the National Recreation and Park Association and the American Alliance for Health, Physical Education and Recreation. I have met with spokespersons for NRPA and AAHPER as recently as January 18, 1977, Washington, D.C.

II. Rationale

There are specific issues which I wish to address at this Public Hearing.

1. Assessment of Leisure Functioning

The individual educational assessment and program is the basis of an effective new program of special education in the United States. However, if the new law is to achieve its mandated purpose, this basic assessment must include assessment of leisure functioning. This assessment of leisure functioning will in turn influence the handicapped child's curriculum and the provision of special leisure services and programs which in turn will influence his or her life long leisure functioning and settlement in the community. Millions of handicapped adults are not employed or are employed only part-time. It is absolutely essential that attention be directed to the millions upon millions of hours of enforced leisure time that will accrue to our eight million handicapped children as they attain adulthood.

Leisure dysfunctions and deficits mean empty lifes as well as undermining rehabilitation and educational programs. The nation's eight million school age handicapped children will be joining the adult population. Their daily portion of leisure time will range from two or three hours to 12 or 14 hours depending on their vocational status. Adequate attention must be directed to the millions of hours of leisure time that will accrue to these children as they become adults. It is absolutely essential that we provide assessment of leisure functioning and attention to the leisure needs, aptitudes and abilities as a part of the regulations for individualized programs in Public Law 94-142. A basic rationale for leisure assessment and planning was presented to the Bureau of Education for the Handicapped National Advisory Committee on the Handicapped at its May 1976 meeting. This serves as an appropriate professional guide, paralleling and complementing the proposed rules and regulations in principle and methodology.

2. Therapeutic Recreation Service

a. Definition of Therapeutic Recreation Service

Therapeutic recreation service is a professional discipline recognized by helping professions as well as the Federal Government. There has been some confusion about this, particularly the matter of a definition of therapeutic recreation service. On November 9, 1973, the then Secretary of the Department of Health, Education and Welfare wrote a letter setting forth the recognized definition of therapeutic recreation service and the Federal funding that had been provided for programs of therapeutic recreation service. The Bureau of Education for the Handicapped has funded research, demonstration and personnel preparation including special projects in therapeutic recreation service. A lack of awareness of therapeutic recreation service's status as a professional discipline has partially impeded full and appropriate formulation of rules and regulations regarding recreation as mandated by Public Law 94-142. This can be corrected through the present hearings.

b. Therapeutic Recreation Personnel

A National Voluntary Registration System has been developed, which is operated by the National Therapeutic Recreation Society, a branch of the National Recreation and Park Association. The registration system functions independent of membership in either the National Therapeutic Recreation Society or the National Recreation and Park Association.

It should be noted that the National Recreation and Park Association and various state park and recreation organizations such as the California Park and Recreation Society have had under study the development and implementation of various systems of voluntary registration. However, the therapeutic recreation service registration system has been in operation for a number of years.

It should also be noted that the therapeutic recreation service registration system coincides universally with job and state and federal civil service career ladders in therapeutic recreation service.

Competency based curricula in therapeutic recreation service has been funded and training at the A.A., B.A., and M.A. levels is available across the nation.

The wording recommended for the rules and regulations recognizes therapeutic recreation service professional preparation and registration. However, there is latitude within the system to provide for registration of personnel who function at different levels based on the actual training and work experience. Thus, personnel who have training and/or experience are eligible for registration at the appropriate level. When establishing or supporting a program, personnel are employed at functional and salary levels that coincide with training and experience. This general approach will serve as an aid to supervisors and administrators and agencies in staffing programs and services.

3. Recreation Programs in School and Community Agencies

Various principles in the regulations, such as the aim of providing opportunity in the least restrictive environment, call for the provision of recreation programs in the schools and in community agencies, in particular, departments of parks and recreation. Necessairly, these programs would be staffed by personnel holding professional therapeutic recreation service registration in therapeutic recreation service based on training and experience.

4. Leisure Education

Leisure education is an important new dimension of curricula for handicapped children. Various approaches have been developed. Course materials have been prepared for specific age and disability groups. Leisure education presents itself as a primary means of addressing the leisure needs and aspirations of children and youth who are handicapped.

III. Recommendations

Section (page)	Current Wording	Recommend Change To
121a.4 Definitions. (56978)	"Related Services"..."Recreation" includes leisure education.	"Recreation" includes professional: (1) Assessment of leisure function (2) Therapeutic recreation service; (3) Recreation programs in schools and community agencies; and (4) Leisure education

COMMENTS

The draft regulation does not provide for the delivery of basic recreation programs and services currently recognized by the BEH through its physical education and recreation program of research, demonstration and personnel preparation including special projects. Further, the draft regulation is not consistent with the reports and recommendations of the HEW Secretary's National Advisory Committee on Physical Education and Recreation for Handicapped. These reports and recommendations were mandated by the Congress and preparation was coordinated by the Bureau. Finally, the draft regulation is not consistent with the reports and information presented in May, 1976, to the BEH National Advisory Committee on the Handicapped, in particular the special reports to the Committee dealing with leisure assessment and planning, therapeutic recreation for handicapped and leisure education, within the context of the present planning effort for Public Law 94-142. The definition recommended above is consistent with the development of professional recreation services for handicapped over the last 25 years and is responsive to the national commitment implicit in Public Law 94-142. This recommendation and comments are based on the recognized importance of recreation in the handicapped child's education and total life situation.

06

Section (page)	Current Wording	Recommend Change To
121a.26 (2) Full educational opportunity goal -- facilities, personnel, and services (56980)	(2) The number of additional personnel needed...recreation therapists....	(2) The number of additional personnel needed...therapeutic recreation personnel....

COMMENTS

The current specialization terminology endorsed by the National Therapeutic Recreation Society and used in professional registration and professional nomenclature is therapeutic recreation personnel.

121a.26 (4) (56980)	...private sheltered workshops, and other types of facilities.	...private sheltered workshops, recreational facilities and other types of facilities.

COMMENTS

The inclusion of the term recreational facilities needed in order to be consistent with the philosophy and procedures set forth in other sections.

Section (page)	Current Wording	Recommend Change To
121a.202 (a) Full educational opportunity goal. (56985)	Full educational opportunity goal... ....including art, music, industrial arts, home economics and vocational education.	Full educational opportunity goal... including art, music, industrial arts, home economics, vocational education and leisure education.

COMMENTS

There has been significant development in leisure education over the last five years, in part because of the active support of the Bureau of Education for the Handicapped. Leisure education is now an integral part of the full education opportunity goal of education for the handicapped. Thus, inclusion of leisure education is recommended.

121a.225 (a) Content of Individualized education program. (56986)	The individualized education program for each child must include... psychomotor, and self-help skills.	The individualized education program for each child must include...psychomotor, leisure functioning, and self-help skills.

COMMENTS

The handicapped child's education and his or her life during and following school must include attention to his or her ability to function in leisure -- to partake in the community's and society's recreational, cultural and leisure opportunities. No educational or rehabilitation program or service is complete without attention to the individual's leisure needs, limitations, interests, aspirations, aptitudes and skills. Thus, assessment of leisure functioning is critical to the development and delivery of appropriate recreational services and programs. Assessment of leisure functioning is wholly consistent with the specific objectives set forth in this section, i.e., level of performance, annual goals, short term objectives, services needed, etc.

121a.261 (d) Definition of "appropriately and adequately prepared and trained." (56987)	...including therapeutic recreation personnel...	No change recommended

COMMENTS

This wording is acknowledged and supported. Currently a national registration system is in operation and a number of states have developed compatible systems. The National Consortium shall encourage states to explore means of registering qualified recreation personnel.

Section (page)	Current Wording	Recommend Change To
121a.263 (f.3,i) Inservice training (56987)	therapeutic recreation specialists....	therapeutic and community recreation specialists....

COMMENTS

It is recommended that the terms 'therapeutic and community recreation specialists' be used because this would serve to provide training for both therapeutic recreation and community recreation personnel working in community recreation programs. This terminology is also consistent with current activities and projects approved by the BEH in personnel preparation including special projects.

121a.551	Membership (State Advisory Panel)	Teachers of Handicapped Children	Teachers and Direct Service Personnel Including Therapeutic Recreation Specialists

COMMENTS

Representation as recommended is important to achievement of the aims of the law.

THE SECRETARY OF HEALTH, EDUCATION, AND WELFARE
WASHINGTON, D C 20201

Attachment A

November 9, 1973

Mr. Harold Russell
Chairman
The President's Committee
on Employment of the Handicapped
Washington, D.C. 20210

Dear Mr. Russell:

Thank you for your letter of August 10 (your Ref. 44) concerning the field of therapeutic recreation and its role in the delivery of health, education, and social services to disabled persons. Please accept my apology for the delay in responding.

Therapeutic recreation is essentially a process which utilizes recreation services for purposive intervention in some physical, emotional, or social behavior in order to bring about a desired change in that behavior and to promote the growth and development of the individual. Therapeutic recreation is based on a process which utilizes the development of recreational skills to assist in the achievement of overall service goals defined for the disabled individual. When provided by personnel qualified by appropriate training and experience, therapeutic recreation services contribute directly to building the disabled individual's physical strength, emotional growth, and social self-confidence.

The recreational therapist generally works cooperatively and in support of other rehabilitation specialists. It has been primarily through the professional training of qualified manpower that this Department has expressed its recognition of the therapeutic rehabilitation modality. Training in therapeutic recreation has been supported under the Vocational Rehabilitation Act for those interested in working with disabled adults and under the Education for the Handicapped Act for those planning to work with disabled children in special education settings.

Although therapeutic recreation may not be specifically identified as a health-related service under the regulations for social services to be issued for Titles IV and XVI of the Social Security Act, recreational services are so recognized in other service programs administered by this Department. Under the newly enacted Rehabilitation Act of 1973, a rehabilitation facility is defined in a number of ways, including a facility "...which provides... prevocational conditioning and recreational therapy." This means that facilities primarily providing therapeutic recreation services are eligible for Federal or State vocational rehabilitation agency support.

The Older Americans Comprehensive Services Amendments of 1973 include recreational services as optional social services within a comprehensive and coordinated service system for older persons. Similarly, in service programs for the developmentally disabled, recreational services are also considered one of the authorized services for which funds can be expended in order to promote a developmentally disabled youngster's physical health and social interaction.

We very much appreciate your interest in therapeutic recreation services, and we want to assure you that we share your concern that these important supportive services be available where they are needed.

Sincerely,

Secretary

Attachment A

federal register

THURSDAY, DECEMBER 30, 1976

PART IV

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education

■

EDUCATION OF HANDICAPPED CHILDREN AND INCENTIVE GRANTS PROGRAM

Assistance to States

could use the incentive grant funds to provide services only to those children who were counted to generate those monies, or (b) whether the State educational agency may determine if additional, previously unserved children are to be served with these funds. These regulations reflect the intent of the legislation by allowing the State educational agency to determine the optimal use of these funds for children ages three through five who are counted as receiving special education and related services or children who were previously unserved.

(2) A related issue was raised regarding the expenditure of equal dollars for each child. It was felt that for optimal implementation of the legislation the States should have flexibility in determining the amount spent on individual children so long as each child served is provided a free appropriate public education.

(3) An issue was raised concerning the possible use of incentive grant funds for children from birth through two years of age. Section 619 and the legislative history specify that the use of incentive grant funds is limited to children ages three through five years. However, the State's entitlement under section 611 of the Act may be used for children from birth through age twenty-one.

(4) Another issue was whether a State must be serving all handicapped children ages three through five in order to qualify for the funds. The proposed rules interpret the statute to regard as eligible those States which offer programs to any of the handicapped children in this age range. Therefore, any State which serves any portion of the three, four, or five year old handicapped population may apply.

PUBLIC HEARINGS

The Office of Education will hold public hearings on these proposed regulations at the following times and locations:

City	Date/time	Address
Washington, D.C.	Feb. 3, 1977, 9:30 a.m. to 3 p.m.	Regional Office Bldg. No. 3, Auditorium No. 5, 7th and D Sts., SW., Washington, D.C. 20202.
San Francisco	Feb. 8, 1977, 9:30 a.m. to 3 p.m.	Federal Office Bldg., 450 Golden Gate, Room 3007, San Francisco, Calif. 94102.
Denver	Feb. 9, 1977, 9:30 a.m. to 3 p.m.	Post Office Bldg., Room 269, 18th and Stout Sts., Denver, Colo. 80202.
Chicago	Feb. 10, 1977, 9:30 a.m. to 3 p.m.	Rebecca Crown Center/Hardin Hall, 633 Clark, Evanston, Ill. 60201.
Boston	Feb. 15, 1977, 9:30 a.m. to 3 p.m.	Post Office and Court House Bldg., Room 208, Boston, Mass. 02109.
Atlanta	Feb. 18, 1977, 9:30 a.m. to 3 p.m.	Board of Education, City of Atlanta, Board Room, 159 Garnett, SW., Atlanta, Ga. 30303.

The purpose of these hearings is to receive comments and suggestions on the proposed rules for consideration by the Office of Education in preparing final regulations for Part 121a. (Assistance to States for the Education of Handicapped Children) and Part 121m. (Incentive Grants program for Handicapped children ages three through five.)

In order to insure that all interested parties will have an opportunity to make comments at the hearings, the Office of Education recommends the following procedure:

(1) Each person planning to make an oral presentation should: (a) prepare a written statement of his/her comments in advance of the hearings; (b) make the presentation as concise as possible; and (c) submit a copy of the prepared statement to the Bureau of Education for the Handicapped, Office of Education, Regional Office Building No. 3, 7th and D Streets, SW, Washington, D.C. 20202.

NOTE.—If a person has extensive comments to make, it is recommended that the person's oral presentation include only a summary of the comments and that the full, written statement be sent to the above address.

(2) In presenting both oral and written statements, each commenter should (a) indicate his/her name, title, and address, (b) identify each specific subpart and section of the regulations on which comments are being made, (c) describe the concern with respect to that subpart and section, and (d) specify the recommended action to be taken.

NOTICE OF PUBLIC HEARINGS ON SPECIFIC LEARNING DISABILITIES REGULATIONS

In accordance with proposed rules on Specific Learning Disabilities, published in the FEDERAL REGISTER on November 29, 1976 (41 FR 52403), notice is hereby given that The Office of Education will hold six public hearings on these regulations. These hearings will be conducted in conjunction with the hearings on Parts 121a. and Parts 121m. to enable interested parties opportunity to comment on each of these proposed rules. The recommended procedures for making oral presentations on Specific Learning Disabilities are the same as those specified in the preceding paragraphs for Parts 121a and Parts 121 m. Following are the times and locations for the hearings on Specific Learning Disabilities:

City	Date/time	Address
Washington, D.C.	Feb. 4, 1977, 9:30 a.m. to 3 p.m.	Regional Office Bldg., No. 3, 7th and D Sts., S.W., Washington, D.C. 20202.
San Francisco	Feb. 7, 1977, 9:30 a.m. to 3 p.m.	Federal Office Bldg., 450 Golden Gate, Room 3007, San Francisco, Calif. 94102.
Denver	Feb. 8, 1977, 9:30 a.m. to 3 p.m.	Post Office Bldg., Room 269, 18th and Stout Sts., Denver, Colo. 80202.
Chicago	Feb. 9, 1977, 9:30 a.m. to 3 p.m.	Rebecca Crown Center/Hardin Hall, Northwestern University, 633 Clark, Evanston, Ill. 60201.
Boston	Feb. 16, 1977, 9:30 a.m. to 3 p.m.	Post Office and Court House Bldg., Room 208, Boston, Mass. 02109.
Atlanta	Feb. 17, 1977, 9:30 a.m. to 3 p.m.	Board of Education, City of Atlanta, 159 Garnett, S.W., Atlanta, Ga. 30303.

Attachment A

WRITTEN COMMENTS

The Office of Education invites written comments and recommendations on these proposed regulations. All written materials should be sent to: Bureau of Education for the Handicapped, Office of Education, Room 2015 Regional Office Building No. 3, 7th and D Streets, SW, Washington, D.C. 20202.

The written comments should (1) include the name, title, address, and telephone number of the commenter, (2) identify each specific subpart and section of the regulations on which comments are being made, (3) describe the concern with respect to that subpart/section, and (4) specify the recommended action to be taken.

Comments received in response to the notice will be available for public inspection at the above office Monday through Friday between 8 a.m. and 4 p.m. All relevent material must be received on or before March 1, 1977.

All comments written and oral will be reviewed by the Office of Education and considered in preparation of final regulations.

Questions about these proposed regulations may be addressed to Mr. Thomas B. Irvin, at the above address, or by phone (202) 245-9405.

The United States Office of Education has determined that this document does not contain a major proposal requiring preparation of an Inflation Impact Statement under Executive Order 1182 and OMB circular A-107.

(Catalog of Federal Domestic Assistance Number 13.449, Handicapped Preschool and School Programs.)

Dated: December 16, 1976.

EDWARD AGUIRRE,
U.S. Commissioner of Education.

Approved: December 22, 1976.

MARJORIE LYNCH,
Acting Secretary of Health, Education, and Welfare.

Title 45 of the Code of Federal Regulations is amended as follows:

PART 100b—STATE ADMINISTRATED PROGRAMS

1. In Part 100b, § 100b.17 is revised to read as follows:

§ 100b.17 General applications.

(a) The general application of a State must meet the requirements of section 434(b)(1)(A) of the General Education Provisions Act.

(b) A State does not have to resubmit its general applications.

(20 U.S.C. 1232c(b)(1)(A).)

(c)(1) The following statutes require that a State must submit certain provisions to the Commissioner which are similar to provisions in the general application.

(2) Subject to paragraph (d) of this section, if the Commissioner has approved a State's general application, the State does not have to submit the provi-

Attachment A

SUMMARY OF ORAL TESTIMONY

On behalf of the National Consortium on Physical Education and Recreation for Handicapped, I wish to commend the U.S.O.E. and the B.E.H. for its efforts in developing these rules and regulations. Relative to the physical education aspects of the law and regulations, the Consortium is conducting a national Special Training Project on Physical Education. The director of this project, Dr. William Chosey, is presenting the National Consortium statement on physical education on today's agenda.

I wish to present now the National Consortium Statement on the Recreation Aspects of law and regulations.

I wish to summarize this statement as follows:

1) The definition of recreation is inadequate. The definition should read: "Recreation" includes professional (1) Assessment of of Leisure Functioning, (2) Therapeutic Recreation Service, (3) Recreation Programs in Schools and Community Agencies, and (4) Leisure Education.

2) In reviewing the proposed rules and regulations, it is of basic importance to meeting the needs of all eight million handicapped children at all levels of function and to providing skills that will last a lifetime, and it is imperative, that the Panel consider the following:

a. Reports of the Department of H.E.W. Secretary's National Advisory Committee on Physical Education and Recreation for Handicapped Children. I would point out that the Secretary of H.E.W. on Nov. 9, 1973 also announced a definition of "therapeutic recreation service" which has been the basis of Federal programming and funding by the Vocational Rehabilitation Administration, the Social Security Administration, and Developmental Disabilities as well as the Bureau of Education for the Handicapped.

b. Reports on leisure, recreation and physical education for handicapped children formally received by the B.E.H.'s National Advisory Committee for the Handicapped in May, 1976.

c. Experience gained by the B.E.H. through its physical education and recreation program of research, demonstration, and professional preparation including special projects. I estimate that $10 million has been used and used very effectively in a modest effort, since 1967 when Title V, "Physical Education and Recreation Training for Handicapped Children" of the M R Amendments was passed. Further, I urge that this Panel study also the programs and funding of physical education and recreation through the Aid to States program. I estimate this program to encompass some $15 million in physical education and recreation programming that is acknowledged as being some of the most effective service delivery provided to handicapped children by special education as well as other rehabilitation disciplines.

Generally, an appropriate definition of recreation is a fundamental necessity based on:

a. past legislation for physical education and recreation for handicapped;

b. House and Senate Committee Hearing Reports including the expressed direct comments on leisure and recreation; and

c. the physical education and recreation experience of the Bureau itself.

3) I wish to draw the Panel's attention to the fact that leisure time and leisure have been, are, and will be an enormous factor in the life of the handicapped child and the handicapped adult. Thus, it is critically important that assessment include assessment of leisure functioning.

Specifically, I encourage the following changes in the proposed rules:

Section	
121a.4	"Recreation" includes professional: (1) Assessment of leisure functioning, (2) Therapeutic recreation service, (3) Recreation programs in schools and community agencies, and (4) Leisure education.
121a.26	Use the term "Therapeutic Recreation Service"
121a.26	Include "recreational facilities"
121a.202	Include "leisure education"
121a.225	Include assessment of "leisure functioning"
121a.263	Use the terms "therapeutic and community recreation specialists"
121a.551	Include "direct service personnel including therapeutic recreation specialists".

I append a photo copy of the Secretary of the Department of Health, Education and Welfare letter of November 9, 1973.

121a.551	Membership (State Advisory Panel)	Teachers of Handicapped Children	Teachers and Direct Service Personnel Including Therapeutic Recreation Specialists

COMMENTS

Representation as recommended is important to achievement of the aims of the law.

121a.551	Membership (State Advisory Panel)	Teachers of Handicapped Children	Teachers and Direct Service Personnel Including Therapeutic Recreation Specialists

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COMMENTS

Representation as recommended is important to achievement of the aims of the law.

NATIONAL RECREATION AND PARK ASSOCIATION
1601 NORTH KENT STREET • ARLINGTON, VIRGINIA 22209 (703) 525-0606

NATIONAL THERAPEUTIC RECREATION SOCIETY

Attachment B

President-Elect
Gary Robb
Manchester, NH

President
Lee Meyer
Chapel Hill, NC

Past-President
Richard Stracke
Waco, TX

February 16, 1977

MEMORANDUM

TO: NTRS Members
FROM: Yvonne A. Washington - Branch Liaison
National Therapeutic Recreation Society
RE: NRPA's Statement on Proposed Rules - P. L. 94-142, Education for All Handicapped Children Act

Please note the enclosed statement which represents NRPA's official comments on P.L. 94-142 implementation. This statement was endorsed by the National Forum, APRS and NTRS Boards during the mid-year meeting, February 10-12, in Champaign, Illinois.

The regulations require all states to offer a "free appropriate education" for all handicapped children. The law identifies "recreation" as a "related service" which should be available as part of the total educational program. As you will note, NRPA is recommending a few changes in the regulations. And, we invite your support in this endeavor. Communications should specifically focus on the need to clearly and fully define recreation as a related service in order to encourage cooperative relationships between educational and recreation agencies.

The written comments should (1) include the name, title, address, and telephone number of the commenter, (2) identify each specific subpart and section of the regulations on which comments are being made, (3) describe the concern with respect to that subpart/section, and (4) specify the recommended action to be taken. The NRPA statement includes appropriate references to the rules.

All comments must be received by the following individual on or before March 1, 1977. Send to: Thomas B. Irvin, Bureau of Education for the Handicapped, Office of Education, Room 2015, Regional Office Building #3, 7th & D Streets, SW, Washington, D.C., 20202.

Board of Directors

Helen Jo Hillman
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STATEMENT
of
NATIONAL RECREATION AND PARK ASSOCIATION
on
PROPOSED RULES
for
EDUCATION OF HANDICAPPED CHILDREN AND INCENTIVE GRANTS PROGRAM
Authorized by
PUBLIC LAW 94-142

The National Recreation and Park Association is a private non-profit organization concerned with the enhancement of leisure and recreation experiences for all persons. In pursuit of this mission, the Association engages in public and professional education, research, technical assistance and deliberations on national public policy and programs for parks, recreation and leisure.

The Association is governed by a Board of Trustees representing both lay citizens committed to our objectives, and professionals serving in different capacities within the park and recreation movement. Organizationally, we have various branches representing special interests or competencies within this broad field. The National Therapeutic Recreation Society is one such branch; it is primarily concerned with the delivery of quality recreation services to handicapped individuals in many settings, both public and private.

This statement has been prepared at the specific direction of the NRPA Board of Trustees. It has been endorsed by our Council of Affiliate Presidents, representing all state-level park and recreation organizations and the American Park and Recreation Society and National Therapeutic Recreation Society. The latter groups represent municipal recreation services and therapeutic recreation services, respectively, within NRPA.

At the outset, we would like to commend the Bureau of Education for the Handicapped for its long-standing recognition of recreation as

an important part of the education of handicapped children. Over the past several years the Bureau has provided considerable support for training and research efforts in the area of recreation and leisure services for handicapped children. These efforts have significantly contributed to the growth, development and independent functioning of handicapped individuals and has placed the Bureau in the position of being the leading federal agency in concern for recreation opportunities for these individuals.

The National Recreation and Park Association represents a broad cross section of lay citizens and professionals concerned with leisure services for all individuals in our country. Included in our organization are park and recreation commissioners, physical planners, community recreation specialists, therapeutic recreation specialists, recreation educators and armed forces recreation specialists, among others. In many respects we are very much like the general educator and the special educator. Within our field the therapeutic recreation specialist has been the person specifically trained to meet the special needs of handicapped individuals, while the general recreation specialist has traditionally not focused on a particular segment of the population. They have served a broader clientele and represent members.

The Association strongly endorses the concept of "mainstreaming" handicapped persons as espoused by the field of education. While many handicapped children need specifically designed programs provided by specialists, many handicapped children are and should be served in regular recreation programs with non-handicapped peers.

We commit ourselves to further educating our members to this approach to services in an effort to supplement and expand the purposes of education for handicapped children.

The Congress of the United States recognized the historical relationship between recreation, its various specialty areas, and education and training when it considered and passed P.L. 94-142 amending the Education of the Handicapped Act. "Recreation" is identified as a "related service" within a range of services and activities ultimately designed to improve the life of handicapped individuals. This provides a legal opportunity for mutual cooperation between the education and recreation professionals. This has always been desirable: it is now imperative, because both political and fiscal conditions prevalent in the United States dictate that maximum efficiency in all public services, including recreation and education, be obtained.

The proposed rules generally recognize the inclusion of recreation as a related service as required by law. However, they do not adequately nor clearly define its function or potential role in meeting the unique needs of handicapped children. We would like to offer the following recommendations which outline the appropriate references to recreation, and which will, we believe, result in the maximum benefit to handicapped children.

Recommended Revisions in Proposed Rules

Subpart A - General

Section 121a.4 Definitions. (p. 56978)

"Related Services"

Current Language: (h) "Recreation" includes leisure education.

The current definition proposed in these rules is, in fact, not a definition. It neither defines the function nor persons normally responsible for this area of service. In light of comments made earlier in this statement and in the context of other proposed definitions, we suggest the following.

Proposed Language: (h) "Recreation" includes assessment of leisure functioning and delivery of therpeutic recreation, leisure education and community-based recreation services provided by professionally trained recreation specialists and means:

1) the use of recreation experiences in the purposeful intervention in some behavior, to modify that behavior and to prompt the growth and development of the handicapped child.
2) leisure education programs designed to equip and prepare handicapped individuals with skills and attitudes necessary to effectively deal with leisure in such a way as to improve their quality of life.
3) community-based recreation opportunities to enable handicapped children to participate in leisure activities with non-handicapped peers.

Definitions (continued)

"Special education" means . . . (p. 56978)

Recommendation

The phrase ". . . and other settings." should be added to the first sentence in that section to encourage the concept of integration of handicapped and non-handicapped children at every opportunity. The second sentence of that part unduly restricts the potential of specially designed instruction and should thus be deleted.

ANNUAL PROGRAM PLANS -- CONTENTS

Section 121a.26 Full educational opportunity goal -- facilities, personnel, and services. (p.56908)

(b) Statistical description

(2) This section lists data to be included in the annual plan relating to personnel and includes the term, "recreation therapist". We recommend that the term be changed to "therapeutic recreation specialist" to conform with the currently accepted terminology used both in the field and by federal government and other national organizations.

(4) This part relates to facilities necessary for handicapped children. We recommend the addition of the term "recreational facilities" at the appropriate point in this part. If recreation is to be utilized as a related service and if the concept of mainstreaming is to be incorporated into the community recreation agency, recreation facilities should be identified.

Section 121a.202 Full educational opportunity goal. (p. 56985)

(a) "program options"

This part includes a variety of programs and services to be provided as a part of a full educational opportunity goal. Included are art, music, industrial arts, home economics and vocational education. In keeping with the growth and development of the leisure needs of handicapped individuals we recommend that the term "leisure education" be included in these references.

Schools have traditionally accepted a responsibility for vocational education. It is imperative that the need for leisure education also be moved from conceptual acceptance to actual practice in both the formal education and informal settings. The handicapped are frequently confronted with enforced leisure to a substantially greater degree than the non-handicapped.

Though art and music are a part of leisure education, the broader perspective must include more than participation skills for specific activities. Attention must be paid to the development of knowledge and attitudes toward leisure. Leisure awareness is a vital life-skill that cannot be left to chance. The inability to cope with leisure can be detrimental to the individual with respect to self-concept and personal satisfaction.

Leisure education is a process that (1) enables an individual to participate in an activity as a means to personal satisfaction, (2) involves the evolution of a leisure ethic, and (3) ramifies on leisure decision making such as consequences of choice, selection of alternatives, responsibility and self awareness.

Section 121a.225 Content of Individualized Edcuation Program (p. 56986)

(a) This part requires that the individualized education program for each child include educational performance, academic achievement, social adaptation, prevocational and vocational skills, psychomotor skills and self-help skill. We strongly recommend that the assessment of "leisure skills" be included

in this part. If leisure education is to become a reality and if leisure functioning is to be as significant as vocational functioning this should be an integral part of the total assessment of the child.

(b) Non-academic services

(2) This part lists a series of non-academic and extra-curricular services. We recommend substituting the term "recreation" in lieu of the terms "recreational activities, . . ." for consistency with other references in these proposed rules.

COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT

Section 121a.261 Definition of "Appropriately and Adequately Prepared and Trained". (p. 56987)

(d) This part calls for "state certification, registration, or licensing of all support personnel who provide direct services to handicapped children, including "therapeutic recreation . . ." We are very pleased to endorse this statement as it exists and would call your attention to the national registration program for therapeutic recreation personnel operated by the National Therapeutic Recreation Society as well as certain states who operate state-level registration programs.

Section 121a.263 Inservice Training.

(f) (3) This part specifies the groups requiring inservice training and includes "therapeutic recreation specialists". We recommend that the term "recreation specialist" also be included. Similar to the "regular classroom teacher, these individuals will need assistance in providing more mainstreaming opportunities for handicapped children.

National Institute
Community Recreation for Handicapped

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Regional
Institute
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"Educating the Handicapped Child for Leisure Fulfillment"

Part IV

PRELIMINARY Interpretation Regarding Recreation

of the

Rules and Regulations for the Education of the Handicapped Act

Public Law 94-142

by

John A. Nesbitt

Based on an Analysis of the
Federal Register
Final Regulation
Tuesday, August 23, 1977
Part II
Department of Health, Education, and Welfare
Office of Education
Education of Handicapped Children
Implementation of Part B of the Education of the Handicapped Act

Recreation Education Program
THE UNIVERSITY OF IOWA
Iowa City, Iowa 52242

1977

Acknowledgement

Over two hundred individuals rendered advice and support in making the total professional recreation contribution to the development of the recreational dimension of the Rules and Regulations for Public Law 94-142. I wish to acknowledge specifically the efforts of those who contributed to the coordinated national level effort: Dr. Dave Auxter, Dr. Steve Brannan, Council of State Presidents of the National Recreation and Park Association, Dr. Lane Goodwin, Dr. Scout Gunn, Dr. Donald Hawkins, Ms. Elva Hubbard, Dr. Fred Humphrey, Dr. Leon Johnson, Mr. Jerry Kelley, Dr. Richard Kirchner, Ms. Dorothy Mullen, Mr. David Park, Dr. Carol Ann Peterson, Mr. Harold Russell, Dr. Richard Schofer, Ms. Jacquie Stanley, Dr. Joseph Teaff, Mr. Barry Tindall, and Ms. Yvonne Washington.

I wish to thank the support staff for their interest and help: Ms. Carla Caudill, Ms. Ann Langenberg, and Ms. Brenda Samuelson.

Project Identification

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Introduction

Educating the Handicapped Child for Leisure Fulfillment is a special publication being prepared through the National Institute on Community Recreation for the Handicapped. The National Institute is a special project funded by the U.S. Bureau of Education for the Handicapped conducted by the Recreation Education Program of The University of Iowa, Iowa City, Iowa.

The publication, Educating the Handicapped Child for Leisure Fulfillment is directly related to Public Law 94-142, the Education for the Handicapped Act of 1975. The publication, when completed, will contain the following parts:

I A Rationale for Recreation and Leisure Fulfillment for Handicapped Children

II Teamwork at the National Level in Recreation for Handicapped Children

III Interpretation Regarding Recreation of the Rules and Regulations for the Education of the Handicapped Act, Public Law 94-142

IV Assessment of Leisure Functioning

Anyone wishing copies of the publication, Educating the Handicapped Child for Leisure Fulfillment, should send requests to the National Institute on Community Recreation for Handicapped, Recreation Education Program, The University of Iowa.

State and Local Responsibility

The fundamental responsibility for the development of recreation and leisure services and programs for the nation's eight million and more handicapped children lies with professional recreation practitioners at the state and local levels. Professional recreation practitioners must exercise initiative in the development of programs and services.

"Comments"

Readers will note that the Rules and Regulations respond directly to letters and testimony provided by recreation professionals and people writing about recreation. This response will be found in the discussion of various "comments." Further, each of the 200 people who presented recreation testimony or who wrote letters about recreation to the Bureau of Education for the Handicapped automatically was sent a copy of the Rules and Regulations.

Anyone wishing copies of the Rules and Regulations may write to the Bureau of Education for the Handicapped, in care of Dr. Daniel Ringleheim, Mr. Tom Irwin, or Ms. Nancy Treusch. (See the first page of reprint of the Rules and Regulations for the full address.)

The Rules and Regulations

First and foremost, there is no alternative to each individual practitioner personally analysing the Rules and Regulations for the Public Law and determining the potential and procedure that should follow in his or her state and local community.

What follows is the reprinting of the table of contents for the Rules and Regulations and the reprinting of particular paragraphs which address the comments made by the National Recreation and Park Association and the National Consortium on Physical Education and Recreation for the Handicapped.

In the Rules and Regulations, readers will find that the term "comments" is used to describe position statements, letters, testimony at hearings and so on. Readers will also note the inclusion of sections dealing with physical education and the arts.

In the table of contents, readers will see the notation "+" which denotes each section that uses the term related service. Related service by definition includes recreation. Thus, the Rules and Regulations must be read in their entirety.

States vary in the degree to which they are currently able to pursue the goals of Public Law 94-142, the Education of the Handicapped Act for 1975. And, there is great variance in each state in the degree to which individual therapeutic recreation practitioners and professional bodies are able to respond at the local and state level.

What has been achieved at the national level with and through the support of the Congress of the United States and the U.S. Bureau of Education for the Handicapped is the establishment of a legally mandated framework for the delivery of professional recreation service and programs.

The means have been established in law and through Federal rules and regulations to deliver recreation and leisure programs and services to the nations's eight million and more handicapped children.

The organized recreation for handicapped movement in the United States was born in 1906 as an integral part of the formation of the American Playground Association. The inclusion of recreation in the Rules and Regulations for the Education of the Handicapped Act is one of the most important advances since 1906.

Recreation opportunity for people who are handicapped, particularly handicapped children, has a new horizon.

Recreation's Priority

Where does recreation fit within the Rules and Regulations for Public Law 94-142. First, the State Education Agencies and the Local Education Agencies have a number of Federal requirements they must meet and procedures that they must perform. For example, states must respond to the absolute priority of providing for the educational needs of handicapped children who are not served or who are underserved. Each state is at a different level of fulfillment of compliance with requirements. But, when absolute requirements are met and funds are available states will be in a position to enhance services provided to handicapped children by providing recreation and leisure programs and services.

How do recreation and physical education compare in the Rules and Regulations?

The Rules and Regulations require that physical education be provided. Recreation as a related service is required based on assessment of need and as possible and feasible through the provision of funds and services. If funds are not available then recreation services can not be provided. If professionally registered therapeutic recreation personnel are not available then recreation services can not be provided.

The Rules and Regulations call for the availability of physical education for handicapped children. If possible, the handicapped child should be placed in a regular physical education class. If it is not possible to place this child in a regular physical education class, then a special or adapted physical education class or opportunity should be provided unless the child's participation is disallowed based on the physician's evaluation.

The type and amount of physical education required for the handicapped student will be based on the respective state's laws and/or codes. Whatever the state laws and/or codes require for non-handicapped, that same requirement must be met for the handicapped child except for reasons such as disallowal by a physician.

The State Level Response

At the state level, important new responsibilities must be met in ascertaining level and status of recreation personnel, facilities and services available to meet the needs of the state's perspective percentage of the nations's eight million handicapped children, the quantity and character of the recreation personnel, facilities and services needed to meet the unmet needs of the state's recreationally unserved and underserved. Further, extensive statewide in-service training, program development, support and indirect services in recreation are needed in support of local efforts.

The state professional park and recreation associations and their respective therapeutic sections can play a part but by no means can they

or should they do the whole job. It will be necessary for the following to become involved and lend their resources: faculties of state colleges and universities, the staffs of state conservation and resources departments, and the state extension service staffs. These and other state services have an important role to perform over the next five years in the development of therapeutic recreation service for handicapped children.

The Law and Regulations Preparation

The enactment of the Education for the Handicapped Act of 1975, Public Law 94-142, is a profound social advance in terms of philosophy, methodology, service delivery, and funding. The law and its implementation are a major advance in the human and civil rights of all people. State Agency and Local Agency Service bureaucracy must respond to human needs. Professional practice must be responsive to individual handicapped children and their parents. The Federal government will see that the unserved and underserved are served equitably. The United States of America has taken a momentous step forward.

The Bureau of Education for the Handicapped, under the direction of Dr. Edwin Martin, is charged with implementation of Public Law 94-142 and has completed the process of preparing the Rules and Regulations.

The preparation of the Rules and Regulations was an arduous task. It started with 100 consultants meeting in Washington, D.C. to prepare draft rules and regulations. Then, Public Hearings were held through which 1,600 testimonies and statements or letters were received and analyzed. The final draft of the Rules and Regulations was reviewed by some 50 Federal offices.

The Rules and Regulations as they stand are a superb result. Dr. Martin and the BEH Aid to States Branch Staff, Dr. Daniel Ringleheim, Mr. Tom Irvin, and Ms. Nancy Treusch are to be commended. The Bureau was equal to the challenge and opportunity of preparing the Rules and Regulations.

Title 45—Public Welfare

CHAPTER I—OFFICE OF EDUCATION, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

EDUCATION OF HANDICAPPED CHILDREN

Implementation of Part B of the Education of the Handicapped Act

AGENCY: U.S. Office of Education, HEW.

ACTION: Final regulation.

SUMMARY: These regulations implement amendments to Part B of the Education of the Handicapped Act (as required by the Education for All Handicapped Children Act of 1975) by: (1) amending the existing regulations governing assistance to States for education of handicapped children, (2) adding a new part on incentive grants programs for handicapped children aged three through five, and (3) making certain conforming amendments to the general provisions for State-administered programs.

These regulations govern the provision of formula grant funds to State and local educational agencies to assist them in the education of handicapped children.

The regulations include provisions which are designed (1) to assure that all handicapped children have available to them a free appropriate public education; (2) to assure that the rights of handicapped children and their parents are protected; (3) to assist States and localities to provide for the education of handicapped children; and (4) to assess and assure the effectiveness of efforts to educate such children.

These regulations also include the final rules for counting and reporting handicapped children. (The child count rules were published in proposed form on September 8, 1976, and were incorporated into the December 30 proposed regulations for the convenience of the reader.)

EFFECTIVE DATE: October 1, 1977.

FOR FURTHER INFORMATION CONTACT:

Daniel Ringelheim, Director, Division of Assistance to States, Bureau of Education for the Handicapped, 400 Maryland Ave. SW., (room 4046 Donohoe Building), Washington, D.C. 20202. telephone: 202–472–2265;

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. . .

PART 121a—ASSISTANCE TO STATES FOR EDUCATION OF HANDICAPPED CHILDREN

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APPENDIXES

+ Appendix A—Analysis of Final Regulation. (45 CFR Part 121a.) Under Part B of the Education of the Handicapped Act.
+ Appendix B—Index to Part 121a.

AUTHORITY: Part B of the Education of the Handicapped Act, Pub. L. 91-230, Title VI, as amended, 89 Stat. 776-794 (20 U.S.C. 1411-1420), unless otherwise noted.

42478

§ 121a.3 General provisions regulations.

Assistance under Part B of the Act is subject to Parts 100, 100b, 100c, and 121 of this chapter, which include definitions and requirements relating to fiscal, administrative, property management, and other matters.

(20 U.S.C. 1417(b).)

. . .

121a.700 of Subpart G)
Support services (Section 121a.370(b)(2) of Subpart C)

§ 121a.4 Free appropriate public education.

As used in this part, the term "free appropriate public education" means special education and related services which:

. . .

42479

§ 121a.12 Qualified.

As used in this part, the term "qualified" means that a person has met State educational agency approved or recognized certification, licensing, registration, or other comparable requirements which apply to the area in which he or she is providing special education or related services.

(20 U.S.C. 1417(b).)

S 121a.12 Qualified
(42479) (Indicates page)

A National Voluntary Registration System has been developed which is operated by the National Therapeutic Recreation Society, a branch of the National Recreation and Park Association. The registration system functions independent of membership in either the National Therapeutic Recreation Society or the National Recreation and Park Association.

It should be noted that the National Recreation and Park Association and various state park and recreation organizations such as the California Park and Recreation Society have had under study the development and implementation of various systems of voluntary registration. In states where state registration systems have been established, these will parallel state certification and licensing systems. In states where state voluntary registration plans have not been established, State Education Agencies and Local Education Agencies may use this National Voluntary Registration Plan in screening personnel.

It should also be noted that the therapeutic recreation service registration system and BEH supported competency based professional preparation-training programs coincide universally with state and federal civil service job specifications and career ladders in therapeutic recreation service.

Competency based curricula in therapeutic recreation service has been funded and training at the A.A., B.A., and M.A. levels is available.

The wording of the Rules and Regulations for Public Law 94-142 recognizes therapeutic recreation service professional preparation and registration. There is latitude within the training and registration system to provide for registration of personnel who function at different levels based on the actual training and work experience. Thus personnel who have training and/or experience are eligible for registration at the appropriate level. When establishing or supporting a program, personnel are employed at functional and salary levels that coincide with training and experience. This general approach will serve as an aid to supervisors and administrators and agencies in staffing programs and services.

Various principles in the regulations, such as the aim of providing opportunity in the least restrictive environment, call for the provision of recreation programs in the schools, institutions and in community agencies, in particular, departments of parks and recreation. Necessarily, these programs will be staffed by personnel holding professional therapeutic recreation service registration at the state or national level in therapeutic recreation service based on training and experience.

§ 121a.13 Related services.

(a) As used in this part, the term "related services" means transportation and such developmental, corrective, and other supportive services as are required to assist a handicapped child to benefit from special education, and includes speech pathology and audiology, psychological services, physical and occupational therapy, recreation, early identification and assessment of disabilities in children, counseling services, and medical services for diagnostic or evaluation purposes. The term also includes school health services, social work services in schools, and parent counseling and training.

...

(9) "Recreation" includes:
(i) Assessment of leisure function;
(ii) Therapeutic recreation services;
(iii) Recreation programs in schools and community agencies; and
(iv) Leisure education.

...

S 121a.13 Related services
(42479)

The Rules and Regulations provide for the delivery of basic recreation programs and services currently recognized by the BEH through its physical education and recreation program of research, demonstration and personnel preparation including special projects. Further, the Rules and Regulations are consistent with the reports and recommendations of the HEW Secretary's National Advisory Committee on Physical Education and Recreation for Handicapped. These reports and recommendations were mandated by the Congress and preparation was coordinated by the Bureau. Finally, the Rules and Regulations are consistent with the reports and information presented in May, 1976, to the BEH National Advisory Committee on the Handicapped, in particular the special reports to the Committee dealing with leisure assessment and planning, therapeutic recreation for handi-

capped, recreation programs in schools and community agencies, and leisure education. The definition adopted in the Rules and Regulations is consistent with the development of professional recreation services for handicapped over the last 25 years and is responsive to the national commitment implicit in Public Law 94-142. This recognizes the importance of recreation in the handicapped child's education and total life situation.

(9)(i) Assessment of Leisure Functioning

The individual educational (assessment and) program is the basis of an effective new program of special education in the United States. The new law also achieves its mandated purpose through provision for inclusion of assessment of leisure functioning of the handicapped child. This assessment of leisure functioning in turn influences the handicapped child's curriculum and the provision of special leisure services and programs which in turn influence his or her life-long leisure functioning and settlement in the community. Millions of handicapped adults are not employed or are employed only part-time. The Rules and Regulations address the absolutely essential need that attention be directed to the millions upon millions of hours of enforced leisure time that accrue to our eight million handicapped children as they attain adulthood.

Leisure dysfunctions and deficits mean empty lives as well as undermining rehabilitation and educational programs. The nation's eight million handicapped children will be joining the adult population. Their daily portion of leisure time will range from two or three hours to 12 or 14 hours depending on their vocational status. Attention is directed through Public Law 94-142 to the millions of hours of leisure time that will accrue to these children as they become adults. Public Law 94-142 and the Rules and Regulations provide for assessment of leisure functioning and attention to the leisure needs, aptitudes and abilitites as a part of the regulations for individualized programs in Public Law 94-142. A basic rationale for leisure assessment and planning was presented to the Bureau of Education for the Handicapped National Advisory Committee on the Handicapped at its May 1976 meeting. This professional assessment of leisure functioning parallels and complements educational assessment in principle and in methodology.

(9)(ii) Therapeutic Recreation Service

Therapeutic recreation service is a professional discipline recognized by helping professions as well as the Federal Government. On November 9, 1973, the Secretary of the Department of Health, Education and Welfare wrote a letter setting forth the Federally recognized definition of therapeutic recreation service and the Federal funding that had been provided for programs of therapeutic recreation service. (See Appendix A.) The Bureau of Education for the Handicapped has funded research, demonstration, personnel preparation and special projects in therapeutic recreation service.

In a letter to Mr. Harold Russell, Chairman of the U.S. President's Committee on Employment of the Handicapped, the Secretary of the Department of Health, Education and Welfare, Mr. Caspar W. Weinberger said:

> "Therapeutic recreation is essentially a process which utilizes recreation services for purposive intervention in some physical, emotional, or social behavior in order to bring about a desired change in that behavior and to promote the growth and development of the individual. Therapeutic recreation is based on a process which utilizes the development of recreational skills to assist in the achievement of overall service goals defined for the disabled individual. When provided by personnel qualified by appropriate training and experience, therapeutic recreation services contribute directly to building the disabled individual's physical strength, emotional growth, and social self-confidence."

(9)(iii) Recreation programs in schools and community agencies

The following is based on the findings and developmental activities of the National Institute on New Models for Community Recreation and Leisure for Handicapped Children and Youth.

"The fundamental goal of community recreation for handicapped is to enhance function and fulfillment for the handicapped individual at the highest level possible through play, recreation and leisure.

"The basic objectives of community recreation for handicapped are:

"1. Achievement of enjoyment, satisfaction or fulfillment by the participant at the highest level possible.

"2. Achievement of equality of opportunity in leisure, the arts, recreation, parks and culture by the participant who is handicapped.

"3. Achievement of a normal life style (normalization) by the participant who is handicapped based on individual needs, interests and desires.

"The helper who accepts or assumes responsibility for the play, recreation, and leisure dimensions in the life of the person who is handicapped has a basic responsibility to work in mutual partnership with parents and friends of the handicapped, other disciplines serving the handicapped, and public and voluntary agencies; the following should be provided:

"1. Support for general rehabilitation goals and programs; and, in particular, support for the individual's rehabilitation plan and program.

"2. Assistance to the handicapped individual's rehabilitation plan or program and to the rehabilitation team by providing information, advice and assistance relative to leisure functioning and settlement; and by seeking to interrelate the total rehabilitation plan and program to include leisure fulfillment.

"The primary dimensions of community recreation for handicapped are:

Leisure fulfillment
Fun and enjoyment
Social skill acquisition
Normalization
Self-expression
Activity skill acquisition

Equality of opportunity
Independent living
Cultural enrichment
Physical fitness
Physical rehabilitation
Career education

"The following 12 delivery systems are the primary means of providing community recreation for handicapped.

I. Leisure Consumer Models
II. Consumer Leisure Competency Models
III. Leisure for Handicapped Advocacy Models
IV. Special Recreation Service Models
V. Commercial Recreation for Handicapped Models

VI. Community Service Models
VII. Creative and Performing Arts Models
VIII. Educational Models
IX. Park and Recreation Department Models
X. Rehabilitation, Health, Social and Welfare Models
XI. Support Services Models
XII. Voluntary Health Agency Models

"Any person who is handicapped can participate in any activity under appropriate modified conditions.

"The list of activities that follows is based on extensive review of community recreation for the handicapped activities provided.

Recreation Activities for Handicapped

Aquatics
Arts-Graphics
Crafts
Collecting and Hobbies
Cultural/Ethnic
Career Education Guidance
Dance
Drama
Educational Activities
Entertainment
Fitness
Games
Leisure Education
Leisure Settlement
(Counseling, Guidance)
Mental/Literary
Music
Outdoor Recreation
Social/Organization
Special Events
Sports-Individual-Competitive
Sports-Team-Competitive
Tourism and Travel
Voluntary Service"

An additional resource in the development of recreation programs in schools and community agencies for handicapped children is the publication, "Recreation for Exceptional Children and Youth," FOCUS ON EXCEPTIONAL CHILDREN, Vol. 6, No. 3, May 1974 by John A. Nesbitt, Larry L. Neal and William A. Hillman, Jr. This is available from the Love Publishing Company, 6635 East Villanova Place, Denver, Colorado 80222.

(9)(iv) Leisure Education

Leisure education is an important new dimension of curricula for handicapped children. Various approaches have been developed. Course materials have been prepared for specific age and disability groups. Leisure education presents itself as a primary means of addressing the leisure needs and aspirations of children and youth who are handicapped.

The aim of leisure education is to provide students with the competencies necessary to willfully direct their leisure occupations in a manner that is personally satisfying and fulfilling, that is culturally meaningful, and that is socially worthwhile.

Richard Kraus in Recreation and the Schools states that the chief purpose of leisure education ...is to bring about certain desirable changes... in terms of (1)attitudes, (2)knowledge, (3)skills, and (4)behavior." He has identified "five channels for leisure education"- the total curriculum; classes which contribute directly to leisure competencies such as English, music, and physical education; co-curricular activities; classes which contribute directly to leisure competencies such as social studies in which "issues in leisure" is a topic for study or recreation leadership where students learn and practice specific skills; sponsorship by the school of recreation programs.

Education has long recognized the problem of leisure and the responsibility to provide education for leisure. In 1918 the Commission on the Reorganization of Secondary Schools included the worthy use of leisure as one of the seven cardinal objectives of education. In relation to handicapped children and youth, special education has two basic reasons for providing leisure education: (1) the basic need for leisure education of all students, including handicapped students and (2) the special needs of many handicapped students who will have a disproportionately larger amount of leisure (i.e., enforced leisure).

Simply stated, the aim of "special leisure education" should be to provide students with the special competencies necessary to overcome, adapt, modify, or in other ways achieve the goal of normal recreational, leisure, and cultural pursuits and participation. Special leisure education also deals with consumerism and advocacy for the ill,

handicapped, or atypical consumer of recreational, leisure, and cultural products and services, public and private.

Recently, specific materials and courses have been developed in leisure education and leisure time activities. Prominent among these materials is A Systems Model for Developing a Leisure Education Program for Handicapped Children and Youth (K-12) prepared by the Leisure Information Service. This material provides for the need to educate handicapped children and youth in the wise use of leisure. For information write Hawkins & Associates, Inc., 729 Delaware Ave., S.W., Washington, D.C. 20024, Telephone (202)554-9067.

Further, the Bureau of Education for the Handicapped recently funded a project under its field initiated studies program which is concerned with the development of a Leisure Education Curriculum for Severely-Moderately Handicapped Children and Youth. This project is being conducted under a grant to the Institute for Career and Leisure Development. For information write to Dr. Peter J. Verhoven, Project Director, ICLD, 719 Delaware Avenue, S.W., Suite 200, Washington, D.C. 20024.

At New York University, Dr. Herbert Goldstein and the Curriculum Research and Development Center have developed a Junior High School Neighborhood Level Teaching Packet Phase on LEISURE TIME for mentally retarded. The Leisure Time Teaching Phase was field tested in Iowa and the teacher-user reports indicate that the Leisure Time Teaching Phase is excellent. Our BEH Models Project review of the teaching phase materials rated them superior. The Leisure Time Teaching Phase is directed to the acquisition of concepts of leisure and to capitalizing on the use of community materials. This teaching phase will be available as part of Social Learning Curriculum in the spring of 1978 from the Special Learning Corporation, 42 Boston Post Road, Guilford, Connecticut, 06437, telephone (202)453-6525.

Comment. With respect to related services, the Senate Report states:

The Committee bill provides a definition of "related services," making clear that all such related services may not be required for each individual child and that such term includes early identification and assessment of handicapping conditions and the provision of services to minimize the effects of such conditions.

(Senate Report No. 94-168, p.12 (1975).)

The list of related services is not exhaustive and may include other developmental, corrective, or supportive services (such as artistic and cultural programs, and art, music, and dance therapy), if they are required to assist a handicapped child to benefit from special education.

There are certain kinds of services which might be provided by persons from varying professional backgrounds and with a variety of operational titles, depending upon requirements in individual States. For example, counseling services might be provided by social workers, psychologists, or guidance counselors; and psychological testing might be done by qualified psychological examiners, psychometrists, or psychologists, depending upon State standards.

Each related service defined under this part may include appropriate administrative and supervisory activities that are necessary for program planning, management, and evaluation.

§ 121a.14 Special education.

(a)(1) As used in this part, the term "special education" means specially designed instruction, at no cost to the parent, to meet the unique needs of a handicapped child, including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions.

(2) The term includes speech pathology, or any other related service, if the service consists of specially designed instruction, at no cost to the parents, to meet the unique needs of a handicapped child, and is considered "special education" rather than a "related service" under State standards.

(3) The term also includes vocational education if it consists of specially designed instruction, at no cost to the parents, to meet the unique needs of a handicapped child.

(b) The terms in this definition are defined as follows:

(1) "At no cost" means that all specially designed instruction is provided without charge, but does not preclude incidental fees which are normally charged to non-handicapped students or their parents as a part of the regular education program.

(2) "Physical education" is defined as follows:

(i) The term means the development of:

(A) Physical and motor fitness;

(B) Fundamental motor skills and patterns; and

(C) Skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports).

(ii) The term includes special physical education, adapted physical education, movement education, and motor development.

(20 U.S.C. 1401(16).)

(3) "Vocational education" means organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.

(20 U.S.C. 1401(16).)

Comment. (1) The definition of "special education" is a particularly important one under these regulations, since a child is not handicapped unless he or she needs special education. (See the definition of "handicapped children" in section 121a.5.) The definition of "related services" (section 121a.13) also depends on this definition, since a related service must be necessary for a child to benefit from special education. Therefore, if a child does not need special education, there can be no "related services," and the child (because not "handicapped") is not covered under the Act.

(2) The above definition of vocational education is taken from the Vocational Education Act of 1963, as amended by Pub. L. 94-482. Under that Act, "vocational education" includes industrial arts and consumer and homemaking education programs.

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§ 121a.123 Full educational opportunity goal.

Each annual program plan must include in detail the policies and procedures which the State will undertake, or has undertaken, in order to insure that the State has a goal of providing full educational opportunity to all handicapped children aged birth through twenty-one.

(20 U.S.C. 1412(2)(A).)

§ 121a.124 Full educational opportunity goal—data requirement.

Beginning with school year 1978–1979, each annual program plan must contain the following information:

(a) The estimated number of handicapped children who need special education and related services

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S 121a.123 Full Educational Opportunity Goal (42481)

In the preliminary Rules and Regulations, the Full Educational Opportunity Goal had included reference to primary dimensions such as art, music, industrial arts, home economics and vocational; and, the National Consortium on Physical Education and Recreation for Handicapped, the National Recreation and Parks Association and so on recommended the overt inclusion of "leisure education".

The Bureau received innumerable requests and demands for inclusion of special subjects, so many that the only means of avoiding using a very long and meaningless list of subject areas was to revert to the basic wording of the legislation and, in turn, to allow the states to work out their respective programs.

However, it is important to note that leisure education is cited in the Rules and Regulations. Leisure education appears in the definition of recreation as a related service (See S 121a.13 (b)(9)(iv).) Thus, within the regulatory description leisure education was conserved as a distinct

competency area and it is very important that the therapeutic recreation service profession and personnel pursue actively the inclusion of leisure education opportunity as part of the Full Educational Opportunity Goal.

§ 121a.126 Full educational opportunity goal—facilities, personnel, and services.

(a) *General requirement.* Each annual program plan must include a description of the kind and number of facilities, personnel, and services necessary throughout the State to meet the goal of providing full educational opportunity for all handicapped children. The State educational agency shall include the data required under paragraph (b) of this section and whatever additional data are necessary to meet the requirement.

S 121a.126 (a)(b)(1)(2)(3) Full Educational Opportunity Goal
(42481)

It should be noted that the Rules and Regulations specifically designate therapeutic recreation specialists as one of the professional specializations, in addition to special education teachers, who are currently employed and the number needed additionally to meet full educational opportunity goals. It is imperative that the number and level of registered therapeutic recreation service personnel practicing in a given state as well as the number called for to meet additional needs be surveyed and reported. It should be noted that this should be a survey of professionally trained and professionally registered therapeutic recreation service personnel.

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(2) The number of other additional personnel needed, and the number currently employed in the State, including school psychologists, school social workers, occupational therapists, physical therapists, home-hospital teachers, speech-language pathologists, audiologists, teacher aides, vocational education teachers, work study coordinators, physical education teachers, therapeutic recreation specialists, diagnostic personnel, supervisors, and other instructional and non-instructional staff.

(3) The total number of personnel reported under paragraph (b) (1) and (2) of this section, and the salary costs of those personnel.

(4) The number and kind of facilities needed for handicapped children and the number and kind currently in use in the State, including regular classes serving handicapped children, self-contained classes on a regular school campus, resource rooms, private special education day schools, public special education day schools, private special education residential schools, public special education residential schools, hospital programs, occupational therapy facilities, physical therapy facilities, public sheltered workshops, private sheltered workshops, and other types of facilities.

S 121a 126 (b)(4) Facilities Needed
(42482)

Readers will note that the term "recreational facility" does not appear in this paragraph as recommended by the National Consortium on Physical Education and Recreation for the Handicapped, the American Association for Leisure and Recreation and the National Recreation and Park Association. The term "recreational facility" should appear in this paragraph in order for this section and paragraph to be consistant with total philosophy and procedures in the Rules and Regulations. The reason recreational facilities are not included is that the Bureau was confronted with the dilemma of being called upon to provide an exhaustive and futile categorical listing of facilities. The only means of dealing with the dilemma was to deny additions. The action to be expected from State Education Agencies is appropriate inclusion of recreation facilities under "other types of facilities" and and to call for reporting on the number and kinds recreation facilities needed for handicapped and the number and kind of recreational facilites currently in use in the state.

. . .

It should be noted that in addition to responsibilites for the above accruing to the organized professional therapeutic recreation bodies in the respective states professional responsibilities also accrue to the states' college and university recreation faculties, the states' departments of conservation, natural resources and parks and the states' extension services. They have the personnel and resources to do the work and responsibility to expend up to 10 per cent of resources on the needs of 10 per cent of the populations, that 10 per cent being the 10 per cent of the population that is considered special, i.e. handicapped, aged, etc. And, handicapped children compose one-third of the total special population; thus, three per cent of the total effort of the state services could be directed to handicapped children and part of this three per cent effort to assisting in compiling this data.

§ 121a.125 Identification, location, and evaluation of handicapped children.

(a) *General requirement.* Each annual program plan must include in detail the policies and procedures which the State will undertake or has undertaken to insure that:

(1) All children who are handicapped, regardless of the severity of their handicap, and who are in need of special education and related services are identified, located, and evaluated; and

(2) A practical method is developed and implemented to determine which children are currently receiving needed special education and related services and which children are not currently receiving needed special education and related services.

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§ 121a.130 Individualized education programs.

(a) Each annual program plan must include information which shows that each public agency in the State maintains records of the individualized education program for each handicapped child, and each public agency establishes, reviews, and revises each program as provided in Subpart C.

S 121a.130 Individualized education programs (42482)

S 121a.235 (42487)

S 121a.346 (42491)

Readers should note the interrelationship of these three sections which are devoted to the Individual Educational Program requirement; S 121a. 130 deals with the State Education Agency requirement, S 121a.235 deals with the Local Education Agency requirement and S 121a.346 deals with the requirements for the Individual Educational Program.

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42485

LOCAL EDUCATIONAL AGENCY APPLICATIONS—CONTENTS

§ 121a.220 Child identification.

Each application must include procedures which insure that all children residing within the jurisdiction of the local educational agency who are handicapped, regardless of the severity of their handicap, and who are in need of special education and related services are identified, located, and evaluated, including a practical method of determining which children are currently receiving needed

42486

special education and related services and which children are not currently receiving needed special education and related services.

(20 U.S.C. 1414(a)(1)(A).)

Comment. The local educational agency is responsible for insuring that all handicapped children within its jurisdiction are identified, located, and evaluated, including children in all public and private agencies and institutions within that jurisdiction. Collection and use of data are subject to the confidentiality requirements in §§ 121a.560–121a.576 of Subpart E.

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42487

§ 121a.235 Individualized education program.

Each application must include procedures to assure that the local educational agency complies with §§ 121a.340–121a.349 of Subpart C.

(20 U.S.C. 1414(a)(5).)

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42488

Subpart C—Services

FREE APPROPRIATE PUBLIC EDUCATION

§ 121a.300 Timelines for free appropriate public education.

(a) *General.* Each State shall insure that free appropriate public education is available to all handicapped children aged three through eighteen within the State not later than September 1, 1978, and to all handicapped children aged three through twenty-one within the State not later than September 1, 1980.

. . .

(20 U.S.C. 1412(2)(B); Sen. Rept. No. 94-168 p. 19 (1975).)

Comment. 1. The requirement to make free appropriate public education available applies to all handicapped children within the State who are in the age ranges required under section 121a.300 and who need special education and related services. This includes handicapped children already in school and children with less severe handicaps, who are not covered under the priorities under § 121a.321.

. . .

Under the statute, the age range for the child find requirement (0-21) is greater than the mandated age range for providing free appropriate public education (FAPE). One reason for the broader age requirement under "child find" is to enable States to be aware of and plan for younger children who will require special education and related services. It also ties in with the full educational opportunity goal requirement, which has the same age range as child find. Moreover, while a State is not required to provide "FAPE" to handicapped children below the age ranges mandated under § 121a.300, the State may, at its discretion, extend services to those children, subject to the requirements on priorities under §§ 121a.320-121a.324.

. . .

§ 121a.304 Full educational opportunity goal.

(a) Each State educational agency shall insure that each public agency establishes and implements a goal of providing full educational opportunity to all handicapped children in the area served by the public agency.

(b) Subject to the priority requirements under §§ 121a.320-121a.324, a State or local educational agency may use Part B funds to provide facilities, personnel, and services necessary to meet the full educational opportunity goal.

(20 U.S.C. 1412(2)(A); 1414(a)(1)(C).)

Comment. In meeting the full educational opportunity goal, the Congress also encouraged local educational agencies to include artistic and cultural activities in programs supported under this part, subject to the priority requirements under §§ 121a.320-121a.324. This point is addressed in the following statements from the Senate Report on Pub. L. 94-142:

The use of the arts as a teaching tool for the handicapped has long been recognized as a viable, effective way not only of teaching special skills, but also of reaching youngsters who had otherwise been unteachable. The Committee envisions that programs under this bill could well include an arts component and, indeed, urges that local educational agencies include the arts in programs for the handicapped funded under this Act. Such a program could cover both appreciation of the arts by the handicapped youngsters, and the utilization of the arts as a teaching tool per se.

S 121a.304 Full educational opportunity goal (42488)

The reader should note that the three areas of primary interest to professional personnel in recreation are physical education, recreation and the arts. Physical education is required. Recreation is required as a related service as dictated by assessment and as feasible or possible. The arts are encouraged for inclusion and support. It follows that articulation, cooperation and coordination is called for among the three leisure functioning related areas.

Museum settings have often been another effective tool in the teaching of handicapped children. For example, the Brooklyn Museum has been a leader in developing exhibits utilizing the heightened tactile sensory skill of the blind. Therefore, in light of the national policy concerning the use of museums in Federally-supported education programs enunciated in the Education Amendments of 1974, the Committee also urges local educational agencies to include museums in programs for the handicapped funded under this Act.

(Senate Report No. 94-168, p. 13 (1975).)

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42489

§ 121a.306 Nonacademic services.

(a) Each public agency shall take steps to provide nonacademic and extracurricular services and activities in such manner as is necessary to afford handicapped children an equal opportunity for participation in those services and activities.

(b) Nonacademic and extracurricular services and activities may include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the public agency, referrals to agencies which provide assistance to handicapped persons, and employment of students, including both employment by the public agency and assistance in making outside employment available.

(20 U.S.C. 1412(2)(A); 1414(a)(1)(C).)

§ 121a.307 Physical education.

(a) *General.* Physical education services, specially designed if necessary, must be made available to every handicapped child receiving a free appropriate public education.

(b) *Regular physical education.* Each handicapped child must be afforded the opportunity to participate in the regular physical education program available to non-handicapped children unless:

(1) The child is enrolled full time in a separate facility; or

(2) The child needs specially designed physical education, as prescribed in the child's individualized education program.

(c) *Special physical education.* If specially designed physical education is prescribed in a child's individualized education program, the public agency responsible for the education of that child shall provide the services directly, or make arrangements for it to be provided through other public or private programs.

(d) *Education in separate facilities.* The public agency responsible for the education of a handicapped child who is enrolled in a separate facility shall insure that the child receives appropriate physical education services in compliance with paragraphs (a) and (c) of this section.

(20 U.S.C. 1401(16); 1412(5)(B); 1414(a)(6).)

Comment. The Report of the House of Representatives on Pub. L. 94-142 includes the

S 121a.306 Nonacademic services
(42489)

The recreation profession should take particular note of this Section in that this provides further elaboration of the intention of the Congress as reflected in the House and Senate Committee Reports, the Act itself and the Rules and Regulations. Note particularly the wording of paragraph (a) and the emphasis on "equal opportunity" in nonacademic and extracurricular services and activites. The recreation profession should also note that direct reference is made to employment in paragraph (b) and without question, employment of handicapped in public, private and commercial recreation and leisure services and industries holds a potential of major significance. This Section and Section 121a.553 should be brought to the attention of State Education Agencies and Local Education Agencies. In particular, it should be noted that an educational agency can not exclude handicapped children from a nonacademic or extracurricular service or activity because they are handicapped. (See also S 121a.553, page 42497.)

following statement regarding physical education:

Special education as set forth in the Committee bill includes instruction in physical education, which is provided as a matter of course to all non-handicapped children enrolled in public elementary and secondary schools. The Committee is concerned that although these services are available to and required of all children in our school systems, they are often viewed as a luxury for handicapped children.

* * * * *

The Committee expects the Commissioner of Education to take whatever action is necessary to assure that physical education services are available to all handicapped children, and has specifically included physical education within the definition of special education to make clear that the Committee expects such services, specially designed where necessary, to be provided as an integral part of the educational program of every handicapped child.

(House Report No. 94-332, p. 9 (1975).)

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42490

§ 121a.344 Participants in meetings.

(a) *General.* The public agency shall insure that each meeting includes the following participants:

(1) A representative of the public agency, other than the child's teacher, who is qualified to provide, or supervise the provision of, special education.

(2) The child's teacher.

(3) One or both of the child's parents, subject to § 121a.345.

(4) The child, where appropriate.

(5) Other individuals at the discretion of the parent or agency.

(b) *Evaluation personnel.* For a handicapped child who has been evaluated for the first time, the public agency shall insure:

(1) That a member of the evaluation team participates in the meeting; or

(2) That the representative of the public agency, the child's teacher, or some other person is present at the meeting, who is knowledgeable about the evaluation procedures used with the child and is familiar with the results of the evaluation.

(20 U.S.C. 1401(19); 1412 (2)(B), (4), (6); 1414(a)(5).)

Comment. 1 In deciding which teacher will participate in meetings on a child's individualized education program, the agency may wish to consider the following possibilities:

(a) For a handicapped child who is receiving special education, the "teacher" could be the child's special education teacher. If the child's handicap is a speech impairment, the "teacher" could be the speech-language pathologist.

(b) For a handicapped child who is being considered for placement in special education, the "teacher" could be the child's regular teacher, or a teacher qualified to provide education in the type of program in which the child may be placed, or both.

(c) If the child is not in school or has more than one teacher, the agency may designate which teacher will participate in the meeting.

S 121a.344 Participants in meetings
(42490)

The therapeutic recreation specialist could be included in the meeting when assessment of leisure functioning is reviewed and when leisure service is being planned. The general aim is to limit the number of people involved in the meeting in the interest of making the meeting manageable. A primary purpose of involving each additional participant such as a therapeutic recreation specialist in the meeting is described in paragraph (b) (2), i.e., when the person is knowledgable about the evaluation procedures used and is familiar with the results of the evaluation. (See also S 121a. 344 page 42503.)

2. Either the teacher or the agency representative should be qualified in the area of the child's suspected disability.

3. For a child whose primary handicap is a speech impairment, the evaluation personnel participating under paragraph (b)(1) of this section would normally be the speech-language pathologist.

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§ 121a.345 Content of individualized education program.

The individualized education program for each child must include:

(a) A statement of the child's present levels of educational performance;

(b) A statement of annual goals, including short term instructional objectives;

(c) A statement of the specific special education and related services to be provided to the child, and the extent to which the child will be able to participate in regular educational programs;

(d) The projected dates for initiation of services and the anticipated duration of the services; and

(e) Appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether the short term instructional objectives are being achieved.

(20 U.S.C. 1401(19); 1412 (2)(B), (4), (6), 1414(a)(5); Senate Report No. 94-168, p. 11 (1975).)

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S 121a.346 Individualized Education Program (42491)

(See also S 121a.130, p.42482; and, S 121a.235, p.42487.)

The preliminary Rules and Regulations stated specific areas for assessment such as psychomotor and self-help skills. The professional recreation organizations recommended inclusion of "leisure assessment". The Bureau received a very large number of demands and requests regarding specific functions, competencies, etc., to be assessed and cited in the regulation. The complicating factor was that listing a particular assessment might make it appear that the assessment was requried by law. This would be unrealistic and would have made the section operationally difficult. The final resolution of the problem was to revert to the basic wording and in the actual law. Thus, neither primary nor secondary assessment areas are designated. What is provided is a general guideline or framework for assessment.

While assessment of leisure functioning is not cited in this section, as all designated areas were deleted, this most basic and most important of all recreation services that can be rendered to the handicapped child has been retained in the Rules and Regulations by virtue of its primary function of recreation as a related service in Section 121a.13(b)(9)(i).

The handicapped child's education and his or her life during and following school must include attention to his or her ability to function in leisure -- to partake in the community's and society's recreational, cultural and leisure opportunities. No educational or rehabilitation program or service is complete without attention to the individual's leisure needs, limitations, interests, aspirations, aptitudes and skills. Thus, assessment of leisure functioning is critical to the development and delivery of appropriate recreational services and programs. Assessment of leisure functioning is wholly consistent with the specific objectives set forth in this section, i.e., level of

performance, annual goals and short term objectives, specific services needed, etc. Transposed into recreation conceptualization this means that the Assessment of Leisure Functioning includes:

(a.)A statement of the child's levels (amounts) and status (quality) of leisure (play and/or recreation and/or arts) performance;

(b.)A statement of annual leisure performance goals, including short term performance objectives;

(c.)A statement of the specific services to be provided including therapeutic recreation service; recreation programs and services to be provided in schools and community agencies (departments of parks and recreation, recreation centers, museums, commercial recreation services, state and federal parks, etc.); and, leisure education; as well as a definitive statement on the extent to which the child will be able to participate in regular leisure programs and services;

(d.)The projected dates for initiation of leisure services and their duration; and

(e.)Appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether the short term leisure performance objectives are being achieved.

DIRECT SERVICE BY THE STATE EDUCATIONAL AGENCY

§ 121a.360 Use of local educational agency allocation for direct services.

(a) A State educational agency may not distribute funds to a local educational agency, and shall use those funds to insure the provision of a free appropriate public education to handicapped children residing in the area served by the local educational agency, if the local educational agency, in any fiscal year:

(1) Is entitled to less than $7,500 for that fiscal year (beginning with fiscal year 1979);

(2) Does not submit an application that meets the requirements of §§ 121a.-220–121a.240;

S 121a.360 (42491) Use of local educational agency allocation for direct services

There are some local districts that would not apply for Part B funds because they can not or for various reasons they choose not to apply. This may apply to low density rural areas or low density handicapped population areas. In cases where the State Education Agency will be providing special responses, a special responsibility and opportunity for service accrues to the state level individual or group pursuing implementation of the recreation dimensions of Public Law 94-142.

(3) Is unable or unwilling to establish and maintain programs of free appropriate public education;

(4) Is unable or unwilling to be consolidated with other local educational agencies in order to establish and maintain those programs; or

(5) Has one or more handicapped children who can best be served by a regional or State center designed to meet the needs of those children.

(b) In meeting the requirements of paragraph (a) of this section, the State educational agency may provide special education and related services directly, by contract, or through other arrangements.

(c) The excess cost requirements under §§ 121a.182–121a.186 do not apply to the State educational agency.

(20 U.S.C. 1411(•)(4); 1413(b); 1414(d).)

In these cases, the State Education Agency should be approached relative to providing support for local recreation programs and services; and/or for providing support for a State Recreation Trainer-Consultant who would provide local training and program development consultation.

There are various ways that a state level therapeutic recreation group could be formed to pursue implementation of the recreation dimensions of Public Law 94-142. First, an individual or a number of individuals could work directly with the state agency. Second, the therapeutic section of the state park and recreation association might adopt a formal plan for working with the State Education Agency. Third, interested individuals might form a state level committee which operates independently or in association with state associations such as parents organizations, special education organizations, disability related organizations, or state voluntary health organization. Finally, interested parties might form a public service incorporated organization which in turn would work with the State Education Agency.

The State Recreation Trainer-Consultant, provided by the State Education Agencies, role/function could be one of initiating, expanding and improving the delivery of recreation services and programs at the local level throughout the state. One or more such State Recreation Trainer-Consultants could work with Local Education Agencies. (See also interpretation for S 121a.370.)

...

42492

§ 121a.370 Use of State educational agency allocation for direct and support services.

(a) The State shall use the portion of its allocation it does not use for administration to provide support services and direct services in accordance with the priority requirements under §§ 121a.320-121a.324.

(b) For the purposes of paragraph (a) of this section:

(1) "Direct services" means services provided to a handicapped child by the State directly, by contract, or through other arrangements.

(2) "Support services" includes implementing the comprehensive system of personnel development under §§ 121a.380-121a.388, recruitment and training of hearing officers and surrogate parents, and public information and parent training activities relating to a free appropriate public education for handicapped children.

(20 U.S.C. 1411(b)(2), (c)(2).)

...

§ 121a.382 Inservice training.

(a) As used in this section, "inservice training" means any training other than that received by an individual in full-time program which leads to a degree.

...

(3) Specify the groups requiring training (such as special teachers, regular teachers, administrators, psychologists, speech-language pathologists, audiologists, physical education teachers, therapeutic recreation specialists, physical therapists, occupational therapists, medical personnel, parents, volunteers, hearing officers, and surrogate parents);

...

42491

Subpart E—Procedural Safeguards

DUE PROCESS PROCEDURES FOR PARENTS AND CHILDREN

§ 121a.500 Definitions of "consent", "evaluation", and "personally identifiable".

...

S 121a.370 Use of State educational agency allocation for direct and support services

(42492)

Readers should note that recreation may be considered as being eligible to be included for funding under support service. For example, the State Education Agency could employ a State Recreation Trainer-Consultant for the purpose of providing in-service training throughout the state to recreation personnel, special education teachers, parents, and so on. The State Recreation Trainer-Consultant could also provide statewide consultation to schools, recreation and park departments and rehabilitation facilities on the planning, administration and evaluation of therapeutic recreation service or recreation programs. Further, the BEH Program of M.A. Level Personnel Preparation in Therapeutic Recreation Service was conceived in 1968 in part with the need for this role/function in mind. The BEH M.A. Level Training has provided its graduates with the competencies to perform these roles and functions (training, consultation, program development) on a local, area and statewide basis.

"Evaluation" means procedures used in accordance with §§ 121a.530–121a.534 to determine whether a child is handicapped and the nature and extent of the special education and related services that the child needs. The term means procedures used selectively with an individual child and does not include basic tests administered to or procedures used with all children in a school, grade, or class.

. . .

42497

§ 121a.553 Nonacademic settings.

In providing or arranging for the provision of nonacademic and extracurricular services and activities, including meals, recess periods, and the services and activities set forth in § 121a.306 of Subpart C, each public agency shall insure that each handicapped child participates with nonhandicapped children in those services and activities to the maximum extent appropriate to the needs of that child.

(20 U.S.C. 1412(5)(B).)

Comment. Section 121a.553 is taken from a new requirement in the final regulations for Section 504 of the Rehabilitation Act of 1973. With respect to this requirement, the analysis of the Section 504 Regulations includes the following statement: "[A new paragraph] specifies that handicapped children must also be provided nonacademic services in as integrated a setting as possible. This requirement is especially important for children whose educational needs necessitate their being solely with other handicapped children during most of each day. To the maximum extent appropriate, children in residential settings are also to be provided

42498

opportunities for participation with other children." (45 CFR Part 84—Appendix, Paragraph 24.)

. . .

42501

STATE ADVISORY PANEL

§ 121a.650 Establishment.

(a) Each State shall establish, in accordance with the provisions of this subpart, a State advisory panel on the education of handicapped children.

. . .

§ 121a.651 Membership.

(a) The membership of the State advisory panel must be composed of persons involved in or concerned with the education of handicapped children. The membership must include at least one person representative of each of the following groups:

S 121a.553 Nonacademic settings
(42497)

While the term "recreation" is not used overtly in this section, the fact should be recognized and acted on by professional recreation service that RECREATION IS A PRIMARY MEANS OF PROVIDING NONACADEMIC AND EXTRACURRICULAR SERVICES AND ACTIVITIES. Readers should note not only the wording of Section 121a.553 but the "comments" as well. The recreation profession has a responsibility to respond fully in assuring nonacademic and extracurricular services and activities. Any special education teacher or administrator, local or state level, who lacks awareness of this fact should be oriented by therapeutic-recreation personnel. Interestingly, special educators are passive advocates of recreation participation based on their personal and professional experience. But, few special educators, few local administrators and far fewer state administrators are active recreation advocates. This responsibility has and will fall solely on the shoulders of recreation professionals. It should also be noted that there are other disciplines who will seek out opportunities over the next five years to fill the leisure service vacuum if recreation professionals do not pursue this matter actively. For example, occupation therapy and social work are just two of the groups interested in serving the leisure needs of handicapped children and youth.

(1) Handicapped individuals.
(2) Teachers of handicapped children.
(3) Parents of handicapped children.
(4) State and local educational officials.
(5) Special education program administrators.

. . .

(3) Broad representation within professional groups (e.g., (a) regular education personnel, (b) special educators, including teachers, teacher trainers, and administrators, who can properly represent various dimensions in the education of handicapped children, and (c) appropriate related services personnel); and

. . .

42503

§ 121a.753 Annual report of children served—criteria for counting children.

(a) The State educational agency may include handicapped children in its report who are enrolled in a school or program which is operated or supported by a public agency, and which either:
(1) Provides them with both special education and related services; or
(2) Provides them only with special education if they do not need related services to assist them in benefitting from that special education.

. . .

42504

APPENDIX A—ANALYSIS OF FINAL REGULATION (45 CFR PART 121a) UNDER PART B OF THE EDUCATION OF THE HANDICAPPED ACT

. . .

DEFINITIONS (§§ 121a.4–121a.15)

Comment: Hundreds of comments were received regarding definitions in the proposed rules. Commenters requested that new definitions be added, or sought changes in existing definitions, especially definitions of various disability categories and the various types of related services. In many instances, revisions were sought to conform to the most recent definitions adopted or used by professional associations.

Response: Definitions of terms used in the regulations are taken from various statutes, Congressional reports, or materials provided by professional associations and other groups. Where appropriate, the Office of Education has attempted to incorporate changes recommended by commenters, and has made other changes to clarify the definitions. In addition, the following new terms were added:

Definitions of "deaf-blind" and "multi-handicapped" were added because these are recognized categories of handicapped children in most States.

A definition of "qualified" was added in order to be able to use a consistent term in

S 121a.753 Annual report of children served - criteria for counting children

(42503)

Receipt of "special education" is the basic criteria for being counted as receiving services. "Related service" is dependent on receiving special education services. Related services are intended to help or aid the child in benefitting from special education placement. A handicapped child receiving ONLY related services could not be included in the counting of handicapped children being served.

42506

referring to the qualifications of the various personnel.

The definition of "handicapped children" has been modified only by making certain clarifying changes. Although some commenters requested additional changes in the definitions of the various disability categories, it is felt that the definitions in this regulation must closely conform to current usage in the States and professions.

The related services definition was expanded to include "school health services." In addition, changes were made in the definitions of the individual terms included under "related services" (e.g., psychological services and recreation) to conform to recommendations of professional associations.

. . .

FULL EDUCATIONAL OPPORTUNITY GOAL REQUIREMENTS (§§ 121a.124–121a.126)

. . .

Comment: Commenters requested that the date requirements regarding personnel needed to meet the full educational opportunity goal include various other professional groups, such as physical therapists, or use terms currently accepted by the professions, such as "therapeutic recreation specialists" rather than "recreation therapists."

Response: These changes have been made to cover the various personnel who provide special education or related services and to use terms currently recognized by the appropriate professional associations.

42506

FULL EDUCATIONAL OPPORTUNITY GOAL (§§ 121a.304–121a.306)

The statutory terms "free appropriate public education" and "full educational opportunity goal" are distinguished in this regulation as follows:

"Free appropriate public education" (FAPE) must (1) be made available to all handicapped children within the mandated time lines and age ranges set forth in the Act, and (2) include special education and related services which are provided in accordance with an individualized education program.

. . .

The proposed rule on full educational opportunity goal has been revised as follows: Proposed paragraph (a) (Program options) is now § 121a.305 and proposed paragraph (b) (Non-academic services) is now § 121a.306. A new § 121a.304 has been added which (1) requires each State educational agency to insure that each public agency establishes and implements a goal of providing full educational opportunity to all handicapped children, and (2) authorizes State and local educational agencies to use Part B funds to provide the facilities, personnel and services necessary to meet the goal.

A comment has been added following section 121a.304 which points to Congressional interest in having artistic and cultural activities included in programs supported under this part, subject to the priorities.

Comment: Many commenters asked that additional areas be added to the program options requirement (e.g., leisure education, cultural and performing arts, and occupational education). Other commenters requested that the term "consumer and homemaking education" be substituted for "home economics" in order to be consistent with the

42507

vocational education amendments of 1976 (Pub. L. 94–482).

Response: No substantive change was made in this requirement. The program options included are examples and the list is not exhaustive. Under the regulation implementing section 504, any program provided to nonhandicapped students must also be made available to handicapped pupils. The language conforming to the vocational education amendments was added.

Comment: Commenters requested that under the requirement on nonacademic services the term "cocurricular" be substituted for "extra curricular" and that intramural, extramural, and interscholastic athletics be included in order to insure consistent use of terminology as it applies nationally. Another commenter suggested that specific language be included regarding participation of visually handicapped persons.

Response: The suggested terms were not adopted. This section conforms to the language in the final regulations under section 504. Also, the suggested language on visually handicapped was not included. This requirement applies to all handicapped individuals, including those with visual handicaps.

PHYSICAL EDUCATION (§ 121a.307)

Comment: Some commenters felt that the section on physical education (PE) needed to be clarified, particularly the conditions under which a handicapped child would not be required to participate in the regular PE program; (e.g., the child (a) is enrolled full-time in a separate facility, (b) needs specially designed PE, or (c) the parents and agency agree that the child should not participate). The main concern dealt with the parent-agency agreement, because it appeared to provide a loophole in which a child would not be required to participate in any PE activity.

Response: The statement on parent-agency agreement was deleted. With this change, a handicapped child attending a regular school would participate in the regular PE program, unless the child needs specially designed PE as prescribed in his or her individualized education program (IEP). Parent-agency agreement is inherent in the development of a child's IEP. The decision as to whether the child should be in the regular PE program or receive specially designed PE is made in the IEP meeting in which the parent and agency personnel are represented.

It should be noted that every handicapped child would participate in some type of PE activity. Specially designed PE could involve arrangements for a child to participate in some individual sport or physcial activity (e.g., weight lifting, bowling, or an exercise or motor activity program).

Other changes: Proposed section 121a.204 (Incidental use of property) has been deleted.

. . .

PARTICIPANTS IN IEP MEETINGS (§ 1218.344)

Comment: A number of commenters recommended that personnel from specific disciplines be participants at IEP meetings (e.g., physicians, health care personnel, psychologists, and representatives from other agencies, such as Head Start). Some commenters felt that the meetings should include all direct service personnel who work with a handicapped child. Other commenters suggested cutting back on the number of people who participate.

Response: The final regulations only require the participants listed in the statute, except in the case of a child who has been evaluated for the first time. (NOTE: Participation of evaluation personnel in IEP meetings is covered under the next comment-response sequence.)

Generally, having a large group of people at an IEP meeting may be unproductive and

42508

very costly, and could essentially defeat the purpose of insuring active, open parent involvement.

While it is necessary to insure that all direct services personnel who work with a handicapped child are informed about and involved in implementing the child's IEP, this does not mean that they should attend the IEP meetings. The mechanism for insuring the involvement of all IEP implementers is left to the discretion of each agency (e.g., the child's teacher, or principal, or supervisor could have that responsibility). However, this is a basic administrative procedure which can be handled outside of the context of the IEP meeting.

The statute does not require all IEP implementers to be involved in the meetings. In fact, the definition of IEP in section 602(19) of the Act includes only four people (e.g., a special education provider or supervisor, the teacher, the parent, and the child, where appropriate). Moreover, it was the intent of Congress that IEP meetings generally be small. This position is reflected in the following statement by Senator Randolph in the June 18, 1975 Congressional Record:

In answer to my colleague, it was the intent, and I believe, I can speak for the subcommittee and the committee in this matter, that these meetings * * * be small meetings; that is, confined to those persons who have, naturally an intense interest in a particular child, i.e., the parent or parents, and in some cases the guardian of the child. Certainly the teacher involved or even more than one teacher would be included. In addition, there should be a representative of the local educational agency who is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of handicapped children.

These are the persons that we thought might well be included. That is why we have called them "individualized planning conferences". We believe that they are worthwhile, and we discussed this very much as we drafted the legislation.

While very large IEP meetings might generally be inappropriate, there may be specific instances where additional participants are essential. In order to enable other persons to be included, the Office of Education retained a provision from the proposed rules which authorized the attendance of "other participants, at the discretion of the agency or parents."

Comment: Some commenters recommended that members of the evaluation team participate in IEP meetings.

S 121a.344 Participants in meetings
(42508)

There are no specific guidelines on how therapeutic recreation service personnel should contribute to the I.E.P. other than to work through professional channels. Logically the individual practitioner should imitate involvement through the head of the Local Education Agency who will, in turn, refer the practitioners through channels to the special education supervisor of instruction and then on to the individual teacher or parent or handicapped child. Conversely, the individual practitioner should also contact individual teachers and parents who may directly request recreation service, i.e., assessment of leisure functioning, therapeutic recreation service, recreation programs and services in schools and community agencies and leisure education. The Local Education Agency will necessarily make decisions to provide funds or not to provide funds for recreation. Therapeutic recreation service is eligible for funding but LEA's may not be able to fund recreation for the next year or two based on current priorities; or, LEA's may choose not to fund recreation based on program considerations.

The placement team or parents or handicapped child may all react to recreation negatively or positively. Any plan, agreement or contract providing funds for recreation would stipulate type and number of professional recreation personnel, the service to be rendered, such as assessment, evaluation and accountability, etc. A contract might be written with an individual or with a Department of Parks and Recreation which in turn would provide assessment, therapeutic recreation service, recreation programs and services and leisure education. Professional recreation service may be difficult to fund through July 1978 or July 1979 but it may be anticipated that funds will be more readily available for recreation by fiscal year 1979-80. For 1978 and 1979 State and Local Education Agencies must meet the first priority of serving the unserved and the underserved.

Response: A new paragraph has been added which states, in effect, that an evaluation person must participate in any IEP meetings conducted for handicapped children who have been evaluated for the first time (i.e., the preplacement evaluation required under section 121a.531 of Subpart E). Since the meeting is intended to develop an education program for the child, it is essential that someone at the meeting be familiar with the child's evaluation.

42509

DIRECT SERVICES BY THE STATE EDUCATIONAL AGENCY

The direct services provision of this subpart includes sections on (1) use of local educational agency (LEA) funds, (2) nature and location of services, (3) use of the State's (SEA's) entitlement, and (4) a State matching requirement.

The section on the use of LEA allocations (renumbered section 121a.360) has been redrafted to combine the proposed paragraphs (a) and (b) into a single paragraph. This paragraph sets out the conditions under which an SEA may use an LEA's entitlement.

A new paragraph (b) has been added to section 121a.360, which states that in meeting the requirements of this section, the SEA may provide special education and related services directly, by contract, or through other arrangements.

. . .

DEFINITION OF "APPROPRIATELY AND ADEQUATELY PREPARED AND TRAINED" (PROPOSED § 121a.261)

A number of comments were received on the definition of "appropriately and adequately prepared and trained" which was in § 121a.261 of the proposed rules. The definition has been deleted in the final regulations. Instead, the term "qualified" is used, as defined in § 121a.12.

Comment: A commenter suggested that nationwide certification requirements be mandated to allow for the mobility of personnel.

Response: No change has been made. The intent of the Act is to insure that all personnel necessary to carry out the purposes of the Act are qualified. The Act does not authorize the establishment of national certification standards.

Comment: A commenter suggested that early childhood be required as an area for certification.

Response: No change has been made. These personnel must be included under the State's comprehensive personnel development system.

Comment: Several commenters expressed the belief that certification should not be required for all personnel directly serving the handicapped, or that such a requirement would result in great expense for the State. Still others felt that competency based systems should be used as opposed to the requirement for certification, registration, or licensing.

Response: The statutory language "appropriately and adequately prepared and trained" has been interpreted, by use of the term "qualified," to mean certification, registration, or licensing. These are commonly accepted procedures for determining if personnel are "appropriately and adequately prepared and trained."

42510

PERSONNEL DEVELOPMENT PLAN (§ 1218.383)

Comment: Several commenters asked for special attention to physical education and service delivery models which take into account problems of rural families.

Response: No change has been made. Specialized needs in physical education and the unique aspects of providing services in rural settings should be addressed as appropriate in the needs assessment and plan.

42514

STATE ADVISORY PANEL

. . .

MEMBERSHIP (§ 1218.651)

Comment: A substantial number of commenters requested additions to the list of representatives to be included on the panel, including professional groups, legal advocacy groups, and employees of State and local agencies. Some commenters recommended that handicapped individuals or their parents make up specific percentages of the panel.

Response: A provision has been added to make it clear that a State may expand the advisory panel to include additional persons in the groups listed (which are statutory) and representatives of other groups. The Office of Education does not believe it is appropriate to prescribe specific percentages, as the States should have some discretion to determine the proper mix of representatives. A comment has been added to indicate factors a State may consider in determining balanced membership of the panel.

42515

SUBPART G—ALLOCATIONS OF FUNDS; REPORTS

ALLOCATIONS

This major section of Subpart G is entirely statutory; therefore, there are no comments of substance on which to respond.

REPORTS—ANNUAL REPORT OF CHILDREN SERVED (§§ 1218.750–1218.754)

. . .

WHO MAY BE COUNTED

. . .

Comment: Two other provisions in the regulations were objected to by commenters. The first of these provided that handicapped children "enrolled" in schools to receive special education could be counted as receiving special education. These commenters felt that enrollment did not guarantee actual receipt of services. The second provision stated, in essence, that a child who receives special education may be counted, but not a child who receives only "related services." This was viewed as an overly restrictive reading of the Act.

Response: No change has been made in the regulations. While no system is perfect, enrollment is a legitimate way of determining the number of handicapped children receiving special education on October 1 and on February 1, the two dates on which the Act requires the count of children served. It would not be practical to make an actual head count of children in classrooms and other facilities where services are provided.

With respect to children who only receive "related services," this is governed by statutory language. "Related services" are only those "required to assist a handicapped child to benefit from special education." (Section 602(17) of the Act.) If a child does not need special education, there can be no "related services," as that term is defined in the Act. However, section 121a.14 permits a State to define certain services as "special education," if those services are "specially designed instruction to meet the unique needs of a handicapped child." (This is taken from the definition of "special education" in section 602(16) of the Act.)

Appendix A

True Copy

THE SECRETARY OF HEALTH, EDUCATION, AND WELFARE
WASHINGTON, D.C. 20201

November 9, 1973

Mr. Harold Russell
Chairman
The President's Committee
on Employment of the Handicapped
Washington, D.C 20210

Dear Mr. Russell:

Thank you for your letter of August 10 (your Ref. 44) concerning the field of therapeutic recreation and its role in the delivery of health, education, and social services to disabled persons. Please accept my apology for the delay in responding.

Therapeutic recreation is essentially a process which utilizes recreation services for purposive intervention in some physical, emotional, or social behavior in order to bring about a desired change in that behavior and to promote the growth and development of the individual. Therapeutic recreation is based on a process which utilizes the development of recreational skills to assist in the achievement of overall service goals defined for the disabled individual. When provided by personnel qualified by appropriate training and experience, therapeutic recreation services contribute directly to building the disabled individual's physical strength, emotional growth, and social self-confidence.

The recreational therapist generally works cooperatively and in support of other rehabilitation specialists. It has been primarily through the professional training of qualified manpower that this Department has expressed its recognition of the therapeutic rehabilitation modality. Training in therapeutic recreation has been supported under the Vocational Rehabilitation Act for those interested in working with disabled adults and under the Education for the Handicapped Act for those planning to work with disabled children in special education settings.

Although therapeutic recreation may not be specifically identified as a health-related service under the regulations for social services to be issued for Titles IV and XVI of the Social Security Act, recreational services are so recognized in other service programs administered by this Department. Under the newly enacted Rehabilitation Act of 1973, a rehabilitation facility is defined in a number of ways, including a facility "...which provides...prevocational conditioning and recreational therapy." This means that facilities primarily providing therapeutic recreation services are eligible for Federal or State vocational rehabilitation agency support.

The Older American Comprehensive Services Amendments of 1973 include recreational services as optional social services within a comprehensive and coordinated service system for older persons. Similarly, in service programs for the developmentally disabled, recreational services are also considered one of the authorized services for which funds can be expended in order to promote a developmentally disabled youngster's physical health and social interaction.

We very much appreciate your interest in therapeutic recreation services, and we want to assure you that we share your concern that these important supportive services be available where they are needed.

Sincerely,

Casper W. Weinberger

Secretary

References

* Reports and recommendations of the HEW Secretary's National Advisory Committee on Physical Education and Recreation for Handicapped Children.

* Reports and recommendations on leisure, physical education and recreation submitted to the BEH's National Advisory Committee for the Handicapped in May, 1976, by Dr. Donald Hawkins, Dr. Julien Stein, and Dr. John A. Nesbitt.

* The National Institute on New Models for Community Based Recreation Programs and Services for Handicapped Children and Youth Project conducted by the Recreation Education Program, The University of Iowa, Project Director, Dr. John A. Nesbitt. The Project is funded by the U.S. Bureau of Education for the Handicapped under the guidance of Mr. William A. Hillman, Jr., Project Officer with the Bureau.

* Statements prepared by the National Consortium on Physical Education and Recreation and Park Association and the American Association for Leisure and Recreation. Also, papers prepared by Dr. Joe Teaff and Dr. Carol Ann Peterson.

The University of Iowa
Iowa City, Iowa 52242

Recreation Education Program

(319) 353-4989

PROJECT	National Institute on New Models for Community Recreation and Leisure for Handicapped Children and Youth
CONDUCTED BY	Recreation Education Program The University of Iowa
SPONSORED BY	Bureau of Education for the Handicapped Office of Education U.S. Department of Health, Education and Welfare
GOAL	Contribute to the growth and development of handicapped children and youth by increasing their opportunities to participate in community recreation, park, cultural and leisure activities and programs.
PURPOSE	Increase competence of personnel in community recreation, park, cultural and leisure services and agencies to initiate, improve and expand the provision of programs and activities for handicapped children and youth.
PROJECT DIRECTOR	John A. Nesbitt, Ed.D., Project Director BEH Community Recreation for Handicapped Models Project Recreation Education Program The University of Iowa Iowa City, Iowa 52242 (telephone: 319/353-6808)
BEH LIAISON	Mr. William A. Hillman, Jr., Project Officer Division of Personnel Preparation Bureau of Education for the Handicapped U.S. Office of Education U.S. Department of Health, Education and Welfare 400 Maryland Avenue, S.W. Washington, D.C. 20202

(Brochure, 2nd ed., Dec. 20, 1976)

Project	National Institute on New Models for Community Recreation and Leisure for Handicapped Children and Youth
Goal	Contribute to the growth and development of handicapped children and youth by increasing their opportunities to participate in community recreation, park, cultural and leisure activities and programs.
Purpose	Increase competence of personnel in community recreation, park, cultural and leisure services and agencies to initiate, improve and expand the provision of programs and activities for handicapped children and youth.
Functions/ Activities	In relation to recreation, park, cultural and leisure activities for handicapped children and youth:

1. Review literature of/on community programs
2. Review research and demonstration on community programs
3. Conduct national survey of community recreation and park departments on the status of progams and services
4. Conduct field site case studies on programs
5. Identify, compile data and publish training guides on 50 new or basic community recreation, park, cultural and leisure program/service models having potential for nationwide use
6. Establish national, state and special advisory committees, groups
7. Develop state plan for cooperation and development of programs and services
8. Publish a Project Newsletter
9. Conduct a National Training Institute
10. Publish information on innovative activities and new equipment for recreation for handicapped
11. Publish training materials, including training guides, audio-visual materials, bibliographies, resource lists, etc.
12. Conduct regional (multi-state) training institutes
13. Conduct research and demonstration projects on new or basic models
14. Provide program/service consultation
15. Develop a leisure settlement model for community agencies
16. Advocate for program/service development

The Goals of Community Recreation for Handicapped

by John A. Nesbitt, Project Director, BEH Community Models Project

For the Project, the term community is an abbreviation of the term "community-based" which differentiates recreation program and service opportunity provided in and through the community as contrasted with program and service opportunity provided in and through the institution, an institution or a series of institutions. By definition, all that does not occur in or through the, or an, institution is community recreation for handicapped. Further, successful community settlement and functioning is an implied meaning and goal of community recreation for handicapped.

The term model describes the general plan for operation of a particular program or service. This description may be in the form of a guide for training in the use of a particular model; or an article or general description of the program; or a report or case study, descriptive or evaluative research conducted on a type of or specific program or service.

We are using the term delivery system to represent a general area or type of service such as the educational delivery system. Grouping services that are similar in rationale, methodology, objectives, personnel or clients provides a means of dealing more broadly with agencies, institutions, constituencies, and so on.

Community recreation for handicapped has a distinct philosophy and goals. Community recreation for handicapped uses specific means to express that philosophy and to pursue those goals.

Goal

The fundamental goal of community recreation for handicapped is to enhance function and fulfillment for the handicapped individual at the highest level possible through play, recreation and leisure.

Objective

The basic objectives of community recreation for handicapped are:

1. Achievement of enjoyment, satisfaction or fulfillment by the participant at the highest level possible.
2. Achievement of equality of opportunity in leisure, the arts, recreation, parks and culture by the participant who is handicapped.
3. Achievement of a normal life style (normalization) by the participant who is handicapped based on individual needs, interests and desires.

Special Services/Orientation

The administrative service rendered by an agency in providing community recreation for handicapped is more similar to standard administrative service than it is dissimilar. However, community recreation for handicapped encompasses special teaching and service to people who are handicapped toward the aim that participants have the following skills. (See Table)

HELPER TEACHING/SERVICE	SKILLS/FUNCTIONS	PARTICIPANT SKILLS/BEHAVIORS
	Leisure Activity	
	Leisure Management (Leisure Education)	
	Social and Interpersonal Skills	
	Community Living Skills	
	Independent Living Skills	
	Physical Fitness	
	Leisure Careers (Leisure Career Education)	
	Leisure Vocational Skills	

Rehabilitation Service/Orientation

The person who is handicapped usually is in contact with a number of services or agencies whose fundamental goal is rehabilitation of the person who is disabled. These services or agencies may be basically rehabilitation, education, health or welfare oriented. Their service may be rendered at or through a hospital, rehabilitation center or workshop, school or special school program, clinic, half-way house, etc. Members of the rehabilitation team include doctors, nurses, physical therapists, speech and hearing therapists, teachers, vocational counselors, etc. The service may be supported by public funds or voluntary contributions. In any case, I wish to paraphrase various stated definitions of rehabilitation of disabled as follows:

> The goal of rehabilitation is to assist the disabled person to function at the highest possible level, medically, educationally, vocationally, socially, and culturally.

The helper who accepts or assumes responsibility for the play, recreation, and leisure dimensions in the life of the person who is handicapped has a basic responsibility to work in mutual partnership with parents and friends of the handicapped, other disciplines serving the handicapped, and public and voluntary agencies; the following should be provided:

1. Support for general rehabilitation goals and programs; and, in particular, support for the individual's rehabilitation plan and program.
2. Assistance to the handicapped individual's rehabilitation plan or program and to the rehabilitation team by providing information, advice and assistance relative to leisure functioning and settlement; and by seeking to interrelate the total rehabiliation plan and program to include leisure fulfillment.

Notes on Commonality Among 18 Model Programs

by Kenneth J. Zucker, Research Assistant, BEH Models Project

The project, "National Institute on Models for Community-Based Recreation for Handicapped Children and Youth," has endeavored to identify a series of highly feasible and effective models for community service to the disabled.

A number of these successful models were identified and they have transmitted data to the project staff with permission for us to distribute the information.

You may order duplications of the responses from these 18 identified models. Additional training materials will be distributed.

Goals and Objectives

Indications of agreement were evident among the agencies. Based on the responses below, it appears that the priorities on program outcome remain in the areas of leisure, fun, and self expression. There is some movement toward emphasis on normalization, social skill acquisition, equality of opportunity, and independent living.

Handicapped Program Outcome	Level of Concern			
	Very High	High	Moderate Concern	Is of no Concern
Fun and enjoyment	14	3	--	--
Activity skill acquisition	9	4	4	--
Career education	--	1	11	5
Physical rehabilitation	4	2	10	1
Equality of opportunity	8	7	--	2
Normalization	10	4	2	1
Social skill acquisition	11	3	3	--
Physical fitness	4	6	7	--
Independent living	7	8	2	--
Leisure fulfillment	17	--	--	--
Self-expression	10	6	--	1
Cultural enrichment	7	4	5	1

Philosophy

In our attempt to find general philosophical agreement, we noted that seven statements showed the highest consensus of response. These statements and the number of responses are below. On the scale, one is the highest level of disagreement, five the highest level of agreement with the statement.

	5	4	3	2	1
1-Recreation programs for the handicapped should be considered basic to a total recreation program.	16	1	-	-	-
2-The handicapped citizenry of a community have the right to consistent availability of recreation and leisure services.	16	1	-	-	-
3-It is important that recreation and park professionals take action to remove architectural barriers from their present facilities and require future facilities to be barrier-free.	16	-	1	-	-
4-Overcoming misperceptions and attitude barriers is often needed when initiating a recreation program for the handicapped.	16	1	-	-	-
5-Recreation programs for the handicapped should be considered supplemental to the total recreation program.	2	-	-	2	13
6-Recreation has the potential to promote positive change--that is, it has the potential to be "therapeutic."	16	1	-	-	-
7-At the present time, local, state, and federal funding assistance is sufficient to meet handicapped programming needs.	1	1	-	1	14

Cost per Program

The models had varied patterns of funding their programs, including transportation, supplies, insurance, and other costs.

The average budget expenditure was $182,796; however, the range was $10,000-$800,000. The general picture, with few exceptions, was the larger the agency, the larger the budget. Of the model agencies, 12 had population bases of over 500,000. None were in sub-50,000 communities.

Perhaps the most interesting factor was that, based on reported participation, agencies spent $132 per individual per year. Further investigation is needed to determine if this figure is a valid one for the provision of service.

Delivery Systems for Community Recreation for Handicapped

by John A. Nesbitt, Project Director, BEH Community Models Project

For this community recreation for handicapped project we have reviewed the literature, reviewed research and demonstration projects, sought information from leading specialists, surveyed some 70 departments of parks and recreation, and sought to sense exactly where we are in delivery of community recreation for handicapped as well as to speculate on what the next five to 10 years will yield.

Among the major conclusions that I have drawn from this effort thus far is that a new approach to initiating, expanding and improving community recreation for handicapped is to recognize the distinct delivery systems that exist. For the present, I have identified what I consider to be 12 distinct delivery systems. Through a better perception of these distinct delivery systems, their roles and functions, I believe that park and recreation professionals and agencies as well as the community at large can better manage the development of recreation and leisure programs and services for handicapped.

The following 12 delivery systems that I see operating are as follows:

I. Leisure Consumer Models

Programs such as the Indoor Sports Clubs, Miss America-Deaf, Miss Wheelchair America, Disabled in Action, Wheelchair Athletic Association, and so on, are organized and operated primarily by the handicapped themselves.

II. Consumer Leisure Competency Models

--Leisure Education-general
--Leisure Education at various levels--pre-school, elementary, junior high, high school, community college, university
--Leisure settlement (guidance and/or counseling)
--Leisure careers

III. Leisure for Handicapped Advocacy Models

--Consumer groups
--Advocacy groups such as the Santa Clara County Association on Recreation Service for Handicapped

IV. Special Recreation Service Models

--Recreation Center for the Handicapped, San Francisco
--Park for Handicapped, West Virginia
--Regional Associations for Handicapped, Chicago
--Playgrounds for Handicapped
--Sports Centers/Resorts for Handicapped

V. Commercial Recreation for Handicapped Models

--Transportation, e.g., the Grayhound Service
--Travel--various travel agencies serving handicapped
--Equipment--North American Convertible, Inc.

VI. Community Service Models

--Boys Scouts of America, Scouting for Handicapped Program
--YMCA, e.g., Project Aquatics Mainstreaming

--Private facilities--theaters and clubs
--Private groups such as auto clubs, Girl Scouts, 4-H, Camp Fire Girls, Chamber of Commerce, League of Women Voters, Parent-Teachers Association political parties, Toastmasters, etc.

VII. Creative and Performing Arts Models

--Combined Cultural Festival
--Cultural festivals for handicapped groups
--National Committee-Arts for the Handicapped
--SARA Center--Special Arts and Recreation Activities Center, Great Neck, NY
--Music, dance, and drama (Theater of the Deaf)

VIII. Educational Models

--Pre-school, such as Maryland National Capitol Parks Project; day care
--Elementary and secondary
--Community colleges and colleges and universities
--Vocational and continuing education, adult education

IX. Park and Recreation Department Models

--Municipal programs
--State programs
--National parks and forests
--Urban and rural areas
--Special programs such as Recreation for Deaf-Blind Program, San Jose, Calif.

X. Rehabilitation, Health, Social and Welfare Models

All state or federal funding available is to achieve specific goals for aging with impairments, blind, deaf, deaf-blind, developmental disabilities, drug abuse, handicapped children and youth, mentally ill, physically handicapped, disabled social security clients, sheltered workshop employees, etc.

XI. Support Services Models

--National agencies such as National Recreation and Park Association; American Alliance for Health, Physical Education and Recreation; National Consortium on Physical Education and Recreation for Handicapped
--Federal agencies such as the Bureau of Education for Handicapped, Vocational Rehabilitation Administration, (sub)Committee on Recreation and Leisure of the U.S. President's Committee on Employment for the Handicapped, etc.
--Professional/technical services such as TRIC, IRUC, etc.
--State agencies such as Cooperative Extension Service in Therapeutic Recreation, State Commission on Aging Consultant on Recreation
--State training such as the BEH-supported New Jersey Comprehensive In-service Training Program for Community Recreation for Handicapped

XII. Voluntary Health Agency Models

--Agencies serving arthritis, birth defects, blind, cancer, cerebral palsy, cystic fibrosis, deaf, deaf-blind, epilepsy, facially disfigured, heart, ill and disabled, muscular dystrophy, muscular sclerosis, mentally ill, mentally retarded, physically handicapped

CONSUMER MODELS

Stan Labanowich, Commissioner
"National Wheelchair Basketball Association Model"
University of Kentucky
Lexington, Kentucky 40506
(1,000,000;PH) (see key below)

Susan Sygall and Diane Schecter, Program Coordinators
"Berkeley Outreach Recreation Program Model"
1742 Spruce Street, #101
Berkeley, California 94709
(100-249;MR,PH,BV,DH)

CLIENT COMPETENCY MODEL

Dr. Robert P. Overs
"Avocational Counseling Project Model"
Milwaukee Public Schools
Division of Recreation and Adult Education
1667 South 24th Street
Milwaukee, Wisconsin 53204
(500-999;AI,O)

SPECIAL RECREATION MODELS

Janet Pomeroy, Founder and Director
"Recreation Center for the Handicapped Model"
207 Skyline Boulevard
San Francisco, California 94132
(500-999;MR,MI,PH,AI,BV,DH,LD,SP,O)

Paul Regan, Executive Director
"Recreation Services for the Handicapped Model"
712 Tanglewood
Memphis, Tennessee 38104
500-999;MR,PH,AI,BV,DH,LD,SP)

REHABILITATION MODELS

Viki Annand, Project Coordinator
"Coordinated Approach to Community Recreation Services for Multiply Handicapped Adults Model"
Temple University, 103 Pearson Hall
Philadelphia, Pennsylvania 19122
1,000,000;MR,PH,BV,SO,O)

Dr. Carol Peterson, Consultant
"Leisure Services Model"
Leisure Services State Technical Institute and Rehabilitation Center
Alber Drive
Plainwell, Michigan 49080
(1,000,000;MI,PH,BV,DH,SO)

VOLUNTARY HEALTH AGENCY MODELS

Chester T. Williams, Director
"Recreation for the Blind Model"
New York Association for the Blind
346 Mamaroneck Avenue
White Plains, New York 10605
(500-999;BV)

Craig Huber, Recreation Director
"Socio-Recreative Programs for the CP and/or Multiply Handicapped Model"
United Cerebral Palsy
80 Whitney Street
Hartford, Connecticut 06105
(500-999;MR,PH,AI,BV,DH,LD)

KEY: Population
1,000,000
500-999=500,000-999,999
250-499=250,000-499,999
100-249=100,000-249,999
50-99 =50,000-99,999
25-49 =25,000-49,999
10-24 =10,000-24,999
3-9 =3,000-9,999
-3 =under 3,000

PARKS AND RECREATION MODELS

Barbara Sternfeld, Executive Director
"Maine-Niles District Association for Special Recreation Model"
4400 Grove Street
Skokie, Illinois 60016
(100-249;MR,MI,PH,AI,BV,DH,LD,SP,O)

Ann White, Supervisor
"Special Recreation Activities Unit Model"
Nassau County Department of Recreation and Parks
Administration Building, Eisenhower Park
East Meadow, New York 11554
(1,000,000;MR,MI,PH,AI,BV,DH,DP,LD,SP,SO,O)

Karen Boulos, Center Director
"Leisure Center Model"
Portland Parks and Recreation Department
70 Forest Avenue
Portland, Maine 04101
(50-99;MR,MI,PH,AI,BV,DH,DP,LD,SO)

Ellen Lilyquist, Supervisor
"Program for Special Populations Model"
Wilmington Parks and Recreation Department
Box 1810
Wilmington, North Carolina 28401
(100-249;MR,PH,AI,BV,DH)

Douglas Baylis, Coordinator
"Answering the Needs of Child en with Handicaps through Organized Recreation" (ANCHOR) Model
Town of Hempstead
50 Clinton Street
Hempstead, New York 11550
(1,000,000;MR,PH,BV,DH,LD,SP)

Max Forman, Program Coordinator
"Recreation Programs for the Handicapped Model"
City of Miami
2600 S. Bayshore Drive, P.O. Box 330708
Miami, Florida 33133
(250-499;MR,PH,AI,BV,DH,DP,LD,SP,SO,O)

Doris Samuels, Supervisor
"Recreational Services for the Handicapped Model"
1129 N.Calvert Street
Baltimore, Maryland 21202
(500-999;MR,PH,AI,BV,DH,LD,SP,O)

Rochelle Swanson, Recreation Specialist
"Urban County Recreation Program Model"
Los Angeles County Park & Recreation Department
155 West Washington Boulevard
Los Angeles, California 90015
(1,000,000;MR,MI,PH,AI,BV,LD,SP,O)

Christopher Eubanks
"Special Services Programs Model"
King County Division of Parks and Recreation
W226 King County Courthouse
Seattle, Washington 98104
(500-999;MR,MI,PH,AI,BV,DH,LD,SP)

KEY: Disability
MR=Mental retardation
MI=Mental illness
PH=Physically disabled
AI=Aged with impairments
BV=Blind/visually handicapped
DH=Deaf/hard of hearing
DP=Drug problems
LD=Learning disabilities
SP=Speech disorders
SO=Social offenders
O =Other

BEH Community Recreation for Handicapped Models Project
Dr. John A. Nesbitt, Project Director
Recreation Education Program
University of Iowa
Iowa City, Iowa 52240
Tel: 319/353-6805

The Goals of Community Recreation for Handicapped

Community recreation for handicapped has a distinct philosophy and goals. Community recreation for handicapped uses specific means to express that philosophy and to pursue those goals.

Goal

The fundamental goal of community recreation for handicapped is to enhance function and fulfillment for the handicapped individual at the highest level possible through play, recreation and leisure.

Objective

The basic objectives of community recreation for handicapped are:

1. Achievement of enjoyment, satisfaction or fulfillment by the participant at the highest level possible.

2. Achievement of equality of opportunity in leisure, the arts, recreation, parks and culture by the participant who is handicapped.

3. Achievement of a normal life style (normalization) by the participant who is handicapped based on individual needs, interests and desires.

Special Services/Orientation

The administrative service rendered by an agency in providing community recreation for handicapped is more similar to standard administrative service than it is dissimilar. However, community recreation for handicapped encompasses special teaching and service to people who are handicapped toward the aim of participants have the following skills. (See Table)

Rehabilitation Service/Orientation

The person who is handicapped usually is in contact with a number of services or agencies whose fundamental goal is rehabilitation of the person who is disabled. These services or agencies may be basically rehabilitation, education, health or welfare oriented. The service may be rendered at or through a hospital, rehabilitation center or workshop, clinic or half-way house, etc. Members of the rehabilitation team include doctors, nurses, physical therapists, speech and hearing therapists, vocational counselors, etc. The service may be supported by public funds or voluntary contributions.

In any case, I wish to paraphrase the fundamental goal of rehabilitation of disabled to which all disciplines, agencies and services adhere as it has been expressed by Dr. Howard A. Rusk:

> The goal of rehabilitation is to assist the disabled person to function at the highest possible level, medically, educationally, vocationally and socially.

The helper who accepts or assumes responsibility for the play, recreation and leisure dimensions in the life of the person who is handicapped has a basic responsibility to work in mutual partnership with parents and friends of the handicapped, other disciplines serving the handicapped, and public and voluntary agencies serving the handicapped. In relation to these other personnel and agencies, the following should be provided:

1. Support for rehabilitation goals and programs; and, in particular, support for the individual's rehabilitation plan and program.

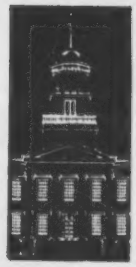
2. Assistance to the handicapped individual's rehabilitation plan or program and to the rehabilitation team by providing information and advise and by seeking to interrelate the total rehabilitation plan and program, including leisure fulfillment.

HELPER TEACHING/SERVICE	SKILLS/FUNCTIONS	PARTICIPANT SKILLS/BEHAVIORS
→	Leisure Activity	*
→	Leisure Management	*
→	(Leisure Education)	*
→	Social and Interpersonal Skills	*
→	Community Living Skills	*
→	Independent Living Skills	*
→	Physical Fitness	*
→	Leisure Careers	*
→	(Leisure Career Education)	*
→	Leisure Vocational Skills	*

The University of Iowa
Iowa City, Iowa 52242

Recreation Education Program

(319) 353-4989



Recreation Activities for Handicapped
(New, Used and Adapted)

Any person who is handicapped can participate in any activity under appropriate modified conditions.

The list of activities that follows is based on a review of literature on community recreation for the handicapped and the judgments of the Faculty of the National Institute on Community Recreation for Handicapped. The list is suggestive of the possible.

National Institute Community Recreation for Handicapped		
The Project	The Sponsor	The Implementor
National Institute on New Models for Community Based Recreation Programs and Services for Handicapped Children and Youth	Bureau of Education for the Handicapped, Office of Education, U. S. Department of Health, Education and Welfare	John A. Nesbitt, Project Director, Recreation Education Program, The University of Iowa, Iowa City, Iowa 52242 (tel. 319/353-6808)

Recreation Activities for Handicapped
(New, Used and Adapted)

Aquatics
Boating
Canoeing
Competitive Swimming
Fishing
Life Saving
Motor Boating
Rowing
Sailing
Scuba/Skin Diving
Small Craft Safety
Small Craft Sailing
Swimming - Instructional
Swimming - Free
Surfing
Water Safety
Water Shows
Water Skiing
Water Sports
White Water Rafting

Crafts
Basketweaving
Batik
Beading
Bone Carving
Cake Decorating
Candlemaking
Ceramics
Clothes Design
Costume Design
Crewel
Dyeing
Floral Crafts
Furniture Design
Handicrafts
Jewelry Making
Leather Crafts
Macrame
Mechanical Crafts
Metal Crafts
Nature Crafts
Needlepoint
Origami
Paper Crafts
Plumbing
Pottery
Quilting
Reupholstering
Rug Braiding
Rug Hooking
Sewing
Soap Carving

Crafts (continued)
Wax Carving
Weaving
Welding
Whittling
Wicker Work
Wire Sculpture
Wood Crafts

Cultural/Ethnic
Auctions
Ballet
Cooking
Costumes
Dance
Exhibits/Demonstrations
Festival
Films
 -Viewing
 -Critiquing
Guest Speakers
 -Little Theatre Director
 -Museum Curator
Holiday Celebrations
Museums
Music
Opera
Slide Presentations
Theatres
 -Backstage
 -Community
 -Legitimate

Arts-Graphics
Art Appreciation
Art Auctions
Art Exhibits
Art Festivals
Art Shows
Cartooning
Crayons
Decoupage
Drawing
Film-making
Film-Strips
Ice Sculpture
Lithography
Movies
Painting
Photography
Print Making

Arts-Graphics
Sculpture
Stenciling
Snow Sculpture
Water Color

Dance
Aerobic
Ballet
Clog
Creative
Ethnic
Folk
Modern
Movement Education
Record Dance
Round
Rythmic Movement
Social
Square
Tap

Drama
Children's Theater
Comedy
Community Theater
Costume Design
Costume Production
Creative Character
Creative Dramatics
Directing (Plays/Films)
Improvisations
Marionettes
Pageants
Pantomime
Puppetry
Radio/TV
Readings-Poetry/Prose
Shadows Play
Skit/Scene/Play
-Existing Script
-Original Script
Stage Craft
Talent Shows
Writing Original Scripts

Career Education Guidance
Career Guidance
Career Placement
Commercial Recreation
Community Based Recreation
Leisure Entertainment and Enterprises
Resource Based Recreation
Tourism and Hospitality

Collecting and Hobbies
Art Work
Cans
Collecting
Dolls
Hobbies
Magazines
Models
Plants
Postcards
Scrapbooks
Seashells
Stamps
Stuffed Animals
Swords
Wild Food

Educational Activities
Adult Education
Appliance Repair
Astronomy
Budget/Monetary Skills
Communication Skills
Cooking Skills
Debating
Forensics
Geology
Grooming/Hygiene
Meteorology
Sex Education
Shopping Skills
Time Skills
Toastmaster
Toileting
Travel Skills
Zoology

Entertainment
Ballet
Concerts
Films
Literature
Night Clubbing
Opera
Puppet Shows
Radio
TV
Theater-community
Theater-legitimate
Sport in Event
Symphonies

Fitness
Aerobics
Bicycling
Exercise Program
Gymnastics
Jogging
Mobility Training
Physical Games
Sports
Weight Program
Weightlifting

Games
Board Games
Card Games
Low-Organized Games
Puzzles
Table
Word
Yoga

Leisure Education
Leisure Education Classes
Skills Classes
Survey Community Resources

Leisure Settlement
(Counseling, Guidance)
Assessment
Evaluation
Follow-up
Placement
Referral

Mental/Literary
Correspondence
Creative Writing
Discussion Groups
Editing
Reading

Music
Choral Group
Creative
Festivals
Instrumental Groups
Instrumental-Individual
Lessons
Listening to Records
Music Appreciation

Music (continued)
Singing
Song Writing
Talent Shows
Vocal-Individual

Outdoor Recreation
Beachcombing
Birdwatching
Boating
Camping
Cave Exploration
Croquet
Fishing
Gardening
Hiking/Backpacking
Horseback Riding
Horseshoes
Horticulture
Hunting
Ice Boating
Ice Fishing
Kite Flying
Lawn Bowling
Mountain Climbing
Motorcycling
Nature Interpretation
Nature Studies
Outdoor Recreation
Riflery
Rodeo
Snowmobiling
Snowshoeing
Soap Box Derby
Tetherball
Tobogganing

Social/Organization
Church Groups
Clubs
Consumer Groups
Educational Groups
Fraternal Organization
Parties
Picnics
Political Groups
Special Interest Groups
Volunteer Groups
Voter Groups
Voter Registration

Special Events
Beach Party
Birthdays
Fairs
Hayrides
Holiday Ceremonies
Premier

Sports-Individual-Competitive
Archery
Badminton
Bowling
Curling
Fencing
Golf
Handball
Horseshoes
Judo
Karate
Paddleball
Pocket Billiards
Raquetball
Swimming
Table Tennis
Tennis
Track & Field
Weightlifting
Wrestling

Sports-Individual
Non-Competitive
Archery
Bicycling
Horseback Riding
Iceskating
Riflery
Roller Skating
Winter Sports

Sports-Team-Competitive
Baseball
Basketball
Football
Field Hockey
Floor Hockey
Soccer
Softball
Swim
Volleyball

Tourism & Travel
Field Trips
Hosteling
Outings
Out-of-State Travel
International Travel
Special Olympics

Voluntary Service
Community Activities
Conversing
Home Visitation
Leisure Leader Activities
Teacher/Tutor

Press Release

COMMUNITY RECREATION FOR HANDICAPPED

PLANNED AT NATIONAL INSTITUTE IN IOWA CITY

For additional information
Contact:
Mrs. Ellen Mihalovich
Project Assistant
At The University of Iowa
319-353-6805 or 353-5131
At The Carousel Conference
Center
319-351-7324 ext. 101

Iowa City, Iowa - Thirty specialists in community recreation for handicapped children, youth and adults from throughout the United States are meeting in Iowa City July 7, 8 and 9 to plan a national program of development and training as part of a nationwide project entitled, "National Institute on New Models for Community Based Recreation for Handicapped Children and Youth," according to an announcement made today by Dr. John A. Nesbitt of The University of Iowa, Project Director of the National Institute.

Nesbitt said, "Only ten per cent of America's 20 million handicapped are receiving professional recreation and leisure opportunity that allows them to participate in the nation's recreational, cultural, park and leisure facilities and programs. Generally people who are handicapped are forced to develop a lifestyle that excludes participation in parks, recreation centers, theaters and museums."

Nesbitt added that "The handicapped confront many barriers such as architectural barriers, barriers of prejudice and rejection and barriers in terms of the lack of trained personnel and the lack of funds needed to provide services such as special equipment and transportation. For literally millions of severely handicapped, such as the homebound and people in institutions, each day can mean up to 12 hours of enforced idle time that serves no purpose. Conversely, professional recreation and leisure

service provided to ill and handicapped can contribute to rehabilitation, community settlement, education and employment as well as giving meaning to life."

The National Institute is a three year project supported by the U.S. Bureau of Education for the Handicapped through a grant to the Recreation Education Program of The University of Iowa. The meeting on July 7, 8 and 9 is the culmination of the first year of the Project. During the year data has been collected on model programs in cities such as San Francisco, Chicago and Miami and a survey has been conducted of 50 cities that provide recreation programs for handicapped.

During the next two years, the national participants in the Institute will serve as faculty for a series of regional training institutes and workshops that will be held throughout the United States. It is expected that 2,000 professional workers will receive training through the Project. Some thirty professionals, consumers and advocates from the Iowa City area and Iowa have been invited to the National Institute to provide special guidance and assistance.

The National Institute will serve as the means to develop Guidelines for the Administration of Community Recreation for Handicapped as well as preparing a two-year nationwide training program for park and recreation administrators, supervisors and leaders at the local, state and national levels.

The University of Iowa

Iowa City, Iowa 52242

Recreation Education Program

(319) 353-4989

ABSTRACT RESEARCH INTERESTS

Special Project - National Institute on New Models for Community Based Recreation Programs and Services for Handicapped Children and Youth.

Research Interests

1. Review of the Literature

A critical review of literature and published resource materials will be conducted to develop baseline and resource files to be used in the first phase of preparation for the National Institute. Annotated bibliographies will be developed and disseminated through the Newsletter and as resource material for the National Institute.

2. Review of the Research and Demonstration

A review of research and demonstration being conducted or completed pertinent to the project will be undertaken. This will serve to clarify needs for research and demonstration and will serve as a guide to the establishment of research projects in the second phase of the project.

3. National Surveys on the Status of Community Programs and Services for Recreation for the Ill and Handicapped.

First, a survey will be conducted of 2,000 communities to determine the status and level of programs and services being provided nationally. The result of this survey will be published. Second, based on the national survey some 75 to 100 exemplary programs will be identified and further research will be conducted to obtain information and data on their organization, administration, special services, personnel, methods, evaluation, etc. In particular data will be obtained which reflects traits related to small, medium and large cities. These results will also be published.

4. Field Site Case Studies

Field Site Case Studies will be conducted to analyze and record on video tape some of the features of the program and program development. Slide pictures, taped interviews, video tapes and interaction with program participants will be obtained and shared with the Institute participants. The cities selected for case studies shall also be the tentative sites for the replication institutes during the second year of the project. During these field site case studies potential regional and local advisory committee members will be identified and contacted. Basically, some of the preliminary groundwork for the second replication institutes will be made during these visitations.

5. Design of Model Programs

The data collected from the national surveys, case studies, and experts meeting at the National Institute will be synthesized to provide models for administration and organization for services and programs. These models will be related to small, medium and large cities.

6. Develop a Recreation and Leisure Counseling Service Program

A model for the delivery of a Recreation and Leisure Counseling Program that can be used in the municipal recreation program for use by the ill and handicapped population served by those agencies will be developed during the first phase of the project. The use of existing video tape and published materials will be identified, evaluated and adapted to accomplish this aspect of the project.

7. Collect Information on New Activities and New Recreation Equipment and Publish a Report on Recreation Activities and Equipment for Handicapped.

Generally, there is a great need for information to be collected and in turn disseminated to the field about new or innovative recreation activities and opportunities for the ill and handicapped. It is presumed that there are literally hundreds of recreation activities for ill and handicapped that have been tried, found possible and highly satisfying, but for the lack of a means of identifying them or the effort made to disseminate them they have not received the professional or public attention that they should. Thus, through the compilation activities it is anticipated that the range of recreation participation and activity may be expanded across the nation.

Secondly, a number of recreation equipment manufacturers have in recent years offered adapted equipment such as billiard tables, swimming pools, and so on for use by the ill and handicapped. To date only limited direct attention has been given to the assessment of this equipment and in turn the dissemination of information on assessment to the profession. The National Institute will incorporate this function into the overall program.

For further information about this project write:

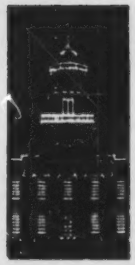
Dr. John A. Nesbitt, Project Director
Community Recreation for Handicapped Models Project
Recreation Education Program
University of Iowa
Iowa City, Iowa 52242
Tel. - 319/353-4989

Project Staff:
Dr. Nesbitt
Gordon K. Howard, Project Coordinator
Richard MacNeil, Research Assistant - Curriculum
Randall Vessell, Research Assistant - Research
David J. Szymanski, Consultant

The University of Iowa
Iowa City, Iowa 52242

Recreation Education Program

(319) 353-4989



1847

MEMORANDUM

TO:

Ms. Jean Dickinson
Director of Therapeutic Recreation
Department of Psychiatry
University of Nebraska
College of Medicine
Omaha, Nebraska 68106
Telephone: 402/541-4521

Mrs. Rose Hanzlicek
Director of Activity Therapy
Lincoln Regional Center
Box 80499
Lincoln, Nebraska 68501

Telephone: 402/477-3971

Mr. John Cogley
University of Nebraska-Lincoln
Colesium Room 205
Lincoln, Nebraska 68858

Mr. Frank Cosgrove
NRPA Western Service Center
P.O. Box 6900
Colorado Springs, Colorado
Telephone: 303/632-7031

cc: Ms. Sue Flood, Ms. Cynthia Pradon, Mr. Steve Leclair, Ms. Yvonne Washington, NRPA, Mr. William Hillman, BEH Ms. Carol Hansen, and Mr. John Davis, NRPA

FROM: John A. Nesbitt, Professor
Recreation Education Program

RE: Midwest Regional Conference of the National Recreation and Park Association, April 30 - May 1,2,3, 1978. Telephone: 307/733-5200 Snow King Lodge, Jackson Hole, Wyoming (Nebraska, Kansas, North and South Dakota, Colorado and Wyoming)

Requested Session: Recreation and Public Law 94-142
Time Allotted: One Hour thirty minutes
Question: Is this a general program session or a special TR meeting?

Whole Meeting Attendance: 300
Anticipated TR Attendance at Session: 25 to 50
Interest: Community People Are Interested in Public Law 94-142. Thus session may draw more than in past. In the past Midwest Symposium has conflected with Midwest Region, cutting Midwest Region TR attendance. No conflict this year so expect higher attendance.

Models Project Send: 50 copies of Educating Handicapped Child for Leisure Fulfillment to Ms. Jean Dickinson (by registered mail and send letter to her when sent so she knows about when should arrive.)

Models Project Send: 50 copies CRH Monograph (same mailing procedure).

Nesbitt request: Dickinson and Hanzlicek control distribution of 50 documents by limiting to one each per city or institution or agency.

Project Send as soon as possible: One each EHCLF and CRH Monograph to Dickinson and Hanzlicek. (see Nesbitt on additional contents)

Plan for Session

1. Dickinson and Hanzlicek will take responsibility for getting someone from State Division of Special Education on the Panel Session.

2. Dickinson and Hanzlicek will take responsibility for getting a TR person from each state in the region to report on what is happening in each respective state re: Recreation and P blic Law 94-142. People will report on status of recreation in state plan, employment of recreation personnel by SEA's and LEA's, provision of funding for recreation programs and contracting by State Education Agency or Local Education Agency with Recreation and Leisure Departments or Services.

3. Dickinson and Hanzlicek will request involvement from Frank Cosgrove for future development in each state. He is in a position to provide great assistance.

Speaker for Session

1. Nesbitt will contact staff (Flood, Pradon, Leclair for one of four to attend).

2. Dickinson will go ahead listing Dickinson and Nesbitt as speakers.

3. Session tentatively includes:

   A. Dickinson and Nesbitt or Project Representative - 20 minutes
   B. A State Special Education Representative - 20 minutes
   C. Reports from State Recreation Sections - 20 minutes
   D. Comments by Cosgrove or NRPA-NTRS Representative

Information

In Omaha area, a local committee is meeting on P.L. 94-142 (Dickinson belongs to committee) and the local people are asking that local Recreation Department and local TR Personnel provide assistance for development of recreation services but they may want services without costs. They are not now anticipating paying out money for recreation. The response of special educators is positive toward recreation.

First Institute on the Cultural Rights of the Handicapped
Held at the Offices of the
U.S. President's Committee on Employment of the Handicapped
Vanguard Building - 1111 20th Street, N.W., Room 660
Washington, D.C. 20210 Tel. 202/653-5059
December 14, 1976 (Friday)

Institute Coordinator
Mr. Paul Hippolitus, Project Officer
Committee on Recreation and Leisure of the
U.S. President's Committee

Aims

1. Convene a CRL meeting devoted to this subject.
2. Seek information, position statements and guidance from human and civil rights oriented public and private agencies; and, as possible, participation by representatives.
3. Prepare a draft "charter" on cultural rights of the handicapped.
4. Prepare a strategy for development of broad support of this "charter".
5. All information to be used by the Committee should be submitted in advance, as early as possible.
6. It is anticipated that there will be a follow-up meeting sponsored by CRL-PCEH in cooperation with the BEH Community Models Project.

Program

8:00	Registration
8:30	Opening of Institute - John Nesbitt - Paul Hippolitus
9:00	Keynote - Bud Keith
9:30	Break
10:00	Individual Delphi
10:30	Work Group Delphi
11:15	Work Group Reports
11:45	Work Group Reconvenes
12:15	Final Work Group Reports
12:30	Lunch
1:00 - 2:30	Business Meeting of The Committee on Recreation and Leisure of the U.S. President's Committee on Employment of the Handicapped - John Nesbitt, Chairman - Paul Hippolitus, Secretary

Agenda

1. Roll call
2. Old business
   - Membership
   - Calendar
   - Newsletter
   - State Committees
3. Reports on Projects
   - Consumer Competency Models Report
   - Am. Assoc. Leisure and Recreation Student Report
   - Commercial Recreation Forum
   - Annual CRL-PCEH Meeting
   - White House Conference
4. New business
5. Next meeting
   - Date
   - Place
   - Time
6. Adjournment

Resource Documents

1. U.S. Bill of Rights and Constitution
2. "Rights of Handicapped," International League of Mental Deficiency
3. Charter (draft), BEH Community Recreation for Handicapped Project
4. Guidelines to Recreation for Handicapped (by J. Nesbitt)

Resource Agencies

1. Notre Dame Law Center for the Handicapped
2. National Law Center for the Deaf
3. U.S. Civil Rights Commission
4. National Committee - Arts for Handicapped
5. U.S. President's Committee on Fitness and Sport
6. Arts for Handicapped, Educational Facilities Laboratory (Larry Molloy)
7. American Coalition of Citizens with Disabilities (Frank Bow)
8. National Association of the Physically Handicapped

Instructions

1. Members of the Committee and invited agencies and spokespersons are encouraged to submit information, papers, etc. in advance to Mr. Hippolitus so that he may arrange dissemination before and during the Institute.
2. Participants are encouraged to study statements and information sent to them prior to the meeting.
3. All members of the Committee are urged to submit to Mr. Hippolitus any information or materials they have bearing on the subject.

The University of Iowa

Iowa City, Iowa 52242

Recreation Education Program

(319) 353-4989

December 15, 1976

Memorandum

To: Colorado participants in Community Recreation for Handicapped Models Project Training and Consultation Activities, September 20-23, 1976

From: John A. Nesbitt, Project Director, National Institute on Community Recreation for Handicapped Models Project, Recreation Education Program, The University of Iowa, Iowa City, IA 52242 (tel: 319/353-6808)

Re: Follow-up on Training Sessions and Consultations

First let me say how enjoyable it was to be in Colorado and to meet new and old friends in recreation for handicapped. The entire visit was most pleasurable and I have plans to visit in Denver with Sandy Thomas on December 27 and possibly meet with members of the Task Force on Community Recreation for Handicapped.

Second, let me apologize for being slow in carrying out this part of our follow-up, but production, coordination and program development activities demand considerable time. And I am in the position of trying to get caught up on a number of features of the Community Models project.

Third, let me report the follow-up distribution that is being provided:

A. Every professional, educator, student or interested person who gave his or her name to me is receiving a copy of the enclosed general brochure on the project, which contains on the last few pages information on additional models that have been published and are now available. WHEN ORDERING, PLEASE LIMIT YOUR ORDER TO THE TWO OR THREE MODELS THAT YOU BELIEVE YOU CAN BEST USE; or suggest that you perform the role of "repository models library", in which case we will send you all information produced during 1976-77 and you will be used as a source of information by others.

B. We are sending to the following complete sets of all models information produced during 1976-77:

Mr. Harry Vanik, Recreation Superintendent
Colorado Springs Park and Recreation Department
1400 Glen
Colorado Springs, Colorado 80905

Ms. Sandy Thomas, President
Colorado Therapeutic Recreation Society
1538 East 6th Avenue
Denver, Colorado 80218

Mr. Marshall Banks, Associate Professor
University of Colorado
Department of Physical Education and Recreation
Boulder, Colorado 80302

Mr. John Cogley, Assistant Professor
Recreation Department
University of Northern Colorado
109C Gunter
Greeley, Colorado 80039

Herb Brockman
State Home and Training School
1330 West 17th Street
Pueblo, Colorado 81003

R.L. Swenson
Recreation Department
Mesa College
Grand Junction, Colorado 81508

Dr. Sandra A. Modisett, Head
Department of Recreation
Adams State College
Alamosa, Colorado 81102

Trinidad Silva, Clinical Therapist II
State Home and Training School
P.O. Box 2568
Grand Junction, Colorado 81501

Jake Gelvin
Youth Treatment Center
Colorado Springs, Colorado

Dr. Clemens Brigl, Associate Professor
Recreation Department
Metropolitan State College
250 West 14th Avenue, Box 25
Denver, Colorado 80204

Larry Codillo
Adams County Mental Health Center
4371 East 72nd Avenue
Westminster, Colorado

Eugene Van Bharicom
Denver Board of Mental Retardation
639 South Broadway
Denver, Colorado

Any professional or student who wants to see all the models information and materials is urged to contact the above-cited individuals and make appropriate arrangements.

C. We are sending to repository personnel five (5) copies each of the Models Newsletter No. 4, in which the Colorado training sessions and consultation visits are described, and Newsletter No. 5. Anyone wishing to review these may contact them.

D. We are making a bulk shipment to Sandy Thomas of 35 copies of each Models Newsletter, which she in turn distributes to agencies and individuals involved in the Task Force on Community Recreation for the Handicapped.

E. A number of individuals requested information on funding and grants. Initially, we are sending the following persons a 34-page document that we have developed entitled, "I. Delivery Systems/Models for Community Recreation for Handicapped; II. Handicapped Find." We will be sending additional information on funding as soon as possible.

Eugene Van Bharicom, Denver
Eddie Navarro, Wheat Ridge
Herb Brockman, Pueblo
Don ("Corky") Madrid, Pueblo

F. There were many specific requests for program and activity information about various processes (leisure counseling, leisure education, assessment, etc.) in relation to particular groups. The materials that we brought and distributed will address many of these requests. However, we will be following up on these requests on an individual basis as soon as possible, either providing materials or referral to other sources of information or materials. In the meantime, individuals might wish to write to the following primary sources:

Mr. John Cogley, Assistant Professor
Recreation Department
University of Northern Colorado
109C Gunter
Greeley, Colorado 80039

Herb Brockman
State Home and Training School
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Mr. Fred Martin, Director
Therapeutic Recreation Information Center (TRIC)
California State University-Sacramento
Sacramento, California 95819

Dr. Julian Stein
Information and Recreation Utilization Center (IRUC)
% American Alliance for Health, Physical Education and Recreation
1201 - 16th Street, N.W.
Washington, DC 20023

Again, let me say what a pleasure it was to be in Colorado, and I am looking forward to the follow-up consultation and news of the activities that have taken place since the Colorado Parks and Recreation Association met in Keystone.

"Implementing the Recreation Dimension of Public Law 94-142"*

by

John A. Nesbitt, Professor and
Project Director
National Institute on New Models for Community Recreation
for Handicapped**
Recreation Education Program
University of Iowa
Iowa City, Iowa

Presented at the

WORKSHOP ON RECREATION AND PUBLIC LAW 94-142

Sponsored by

Colorado Therapeutic Recreation Society
President, Ms. M. Lynn Thompson

Organized by

Ms. Sandy Thomas
Chairwoman,
Task Force on Community Recreation for Handicapped and
Coordinator of CTRS Activities Related to P.L. 94-142

Hosted by

Ms. Judi Persoff
National Jewish Hospital
Denver, Colorado

December 9, 1977
Denver, Colorado

* Public Law 94-142, Education for the Handicapped Act

** The National Institute on Community Recreation for the Handicapped is a project funded by the U.S. Bureau of Education for the Handicapped, Project Officer, Mr. William A. Hillman, Jr.

Introduction

I wish to express thanks to the Colorado Therapeutic Recreation Society and Jewish National Hospital for the opportunity to make this first presentation of the monograph, "Educating the Handicapped Child for Leisure Fulfillment" and for the opportunity to present the paper, "Implementing the Recreation Dimension of Public Law 94-142." In particular I wish to express appreciation to the organizers of this workshop, Ms. Sandy Thomas, Ms. M. Lynn Thompson and Ms. Judi Persoff.

Speakers usually express gratification at being in a given city. In that vein, let me say that it is a pleasure to be here in Denver and Colorado. But, in saying this let me make clear that this is not simply a polite gesture. Over the last five years, Colorado and Denver have come to have special meaning for me and for the development of recreation for handicapped children and youth.

In 1972 the city of Denver was the host city for a major conference on the development of competency based instruction in therapeutic recreation service and adapted physical education sponsored by the U.S. Bureau of Education for the Handicapped.

In 1974 a national conference on professional preparation in therapeutic recreation service for handicapped children was held here in Denver in conjunction with the National Recreation and Park Association annual congress.

In 1974 the Love Publishing Company of Denver published the first monograph on Recreation for Exceptional Children. This was the first such publication directed primarily to special educators.

In 1976 the Colorado Therapeutic Recreation Society was host for the first in-service training session conducted through the National Institute on Community Recreation for the Handicapped. The training program was conducted at the annual meeting of the Colorado Park and Recreation Society.

In 1976, also, the Colorado Therapeutic Recreation Society established the nation's first State Task Force on Community Recreation for Handicapped in cooperation with the National Institute on Community Recreation for the Handicapped and during the year that followed this task force undertook many innovative activities of benefit to Colorado as well as performing demonstration of program development of importance to the entire nation.

Now, as 1977 draws to a close, the Colorado Therapeutic Recreation Society has taken the leadership in conducting the first state workshop devoted exclusively to recreation as a dimension of Public Law 94-142.

Thus, Colorado and Denver have important connotations for me in terms of innovation, program development, dissemination of information and curriculum development. I have many reasons to hold the professionals here in this state in high esteem. I would say only, "keep up the good work." And, please be assured of my continuing interest in being of assistance.

Summary of Presentation

PART I - The Monograph

Information covered in Part I of the presentation was based on the following publication:

Nesbitt, John A. Educating the Handicapped Child for Leisure Fulfillment: An Interpretation and Preliminary Model Plan for National, State and Local Delivery of Recreation Service for Handicapped Children in Relation to Public Law 94-142. Education of the Handicapped Act. Iowa City, Recreation Education Program - THE UNIVERSITY OF IOWA, 1977. 132 pp.

Educating the Handicapped Child for Leisure Fulfillment is a special publication prepared through the National Institute on New Models for Community Recreation for the Handicapped. The National Institute is a special project funded by the U.S. Bureau of Education for the Handicapped conducted by the Recreation Education Program of The University of Iowa, Iowa City, Iowa.

The project staff includes: Project Director, Dr. John A. Nesbitt, Project Assistant, Ms. Carla Caudill and Research Assistants, Ms. Sue Flood and Ms. Cynthia Pradon. The BEH Project Officer is Mr. William A. Hillman, Jr.

Part II - Assumption and Problems

For many years, I have pursued the proposition that Federal funding for recreation for handicapped was an absolute necessity to the creation of equal opportunity in leisure for handicapped children, youth and adults. This simply follows the experience of other nations as well as the United States in delivery of medical, vocational and educational services to handicapped. Generally, local services have followed the provision of Federal services. Thus, means must be found of obtaining Federal funding for local recreation service for handicapped.

Over the last 10 years we have made more progress through the Bureau of Education for the Handicapped and through cooperation with special education than in the previous 20 years.

Problems

The problems we confront in advancing recreation's role and function in 94-142 are the following:

1. General lack of awareness and experience in special education about recreation and therapeutic recreation service.

2. Specific lack of background and understanding of the recreation service that is authorized in 94-142, to what purpose recreation is provided and what the outcomes will be.

3. Bureaucratic resistance to the initiation, expansion or improvement of a new dimension of service.

4. Fiscal limitations and generally the assignment of recreation to low or no priority status.

5. General lack of understanding or awareness of local recreation practice and delivery of recreation service for handicapped children.

6. Lack of recognition by State Education Agencies and Local Education Agencies of the "qualified" status of therapeutic recreation personnel (similar to physical therapy, school social work, school rehabilitation workers, etc.)

7. Lack of SEA and LEA policies and practices providing for contracting with recreation, park and leisure service organizations and agencies and therapeutic recreation service personnel.

8. The failure to establish the role of recreation in 94-142 state plans, regulations and so on.

Part III - Comments on Implementation

Those of us in recreation for handicapped must be sympathetic to the range of problems that are being confronted by State Education Agencies and Local Education Agencies. First, there are major impediments in the preparation, adoption and submission of state plans to the Federal Government. The problems confronted in each state are different. Second, each state is confronted with a number of barriers in dealing with the "related services". Finally, for many states recreation for handicapped and therapeutic recreation service are new service delivery areas. We in recreation must understand the problems that are being confronted and work to provide the assistance that is needed at the present time in working out plans for the inclusion and delivery of recreation and leisure services.

Initially, some states are relating primarily to the limited new funds that are made available in the initial year of implementation. It is desirable that we all look to the second and third year's implementation and beyond in terms of the funding levels that will be available when the law is more fully in effect. Hearings have been held in Washington, D.C. relative to this problem and, hopefully, modifications can be made quickly which will facilitate funding and program development. However, in terms of philosophy and methodology and the anticipated results in terms of education of the nation's eight million handicapped children and youth, the Rules and Regulations as they stand are a superb result. Dr. Martin and the BEH Aid to States Branch Staff, Dr. Daniel Ringleheim, Mr. Tom Irvin, and Ms. Nancy Treusch and many BEH Staff members are to be commended. The Bureau was equal to the challenge and opportunity of preparing the Rules and Regulations.

In Colorado, it is important that negotiations be carried on as soon as possible with the State Education Agency and Local Education Agencies on recognition of Colorado therapeutic recreation service registration procedure as the appropriate means of recognizing "qualified" personnel. The Colorado registration procedure coincides with the national registration plan operated by the National Therapeutic Recreation Society. This plan is in accord with the Rules and Regulations.

In relation to the Annual Program Plan for Part B of the Education of the Handicapped Act as Amended by Public Law 94-142, prepared by the Special Education Unit of the Colorado Department of Education, it is important that the recreation dimensions be included throughout the Plan. For example, in dealing with data on the availability of facilities, there are primary sources of Colorado information: 1. The Colorado Therapeutic Recreation Society based on its work over the last year through the State Task Force on Community Recreation for the Handicapped; and, 2. The Colorado Disabled Sports Association through its survey work. Use should be made of information on therapeutic recreation, recreation for handicapped, in-service training needs and so on that is available in Colorado. There is a personnel preparation project at the University of Northern Colorado funded by the U.S. Bureau of Education for the Handicapped which can provide information and assistance. There are activities being conducted through the Department of Physical Education at the University of Denver that would prove helpful.

A key factor in the development of the recreation dimension of Public Law 94-142 in Colorado would be the appointment within the Colorado Special Education Unit of a state consultant-trainer in therapeutic recreation service. Means should be found to effect this appointment as soon as possible.

Summary

The following should be accomplished in providing for the recreation service dimension of Public Law 94-142.

1. Include recreation in SEA manpower planning.
2. Include recreation in SEA facility planning.
3. Provide recreation input to the SEA state advisory panel.
4. Include recreation in the SEA state plan/regulation.
5. Provide SEA state consultation-training in recreation.
6. Establish SEA and LEA recognition of therapeutic recreation professional registration.
7. Establish SEA and LEA procedures for contracting with recreation agencies for recreation services.
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Name of Institute: Workshop on Recreation and PL 94-142, Denver, Dec.9, 1977

National Institute Community Recreation for Handicapped		
The Project	The Sponsor	The Implementor
National Institute on New Models for Community Based Recreation Programs and Services for Handicapped Children and Youth	Bureau of Education for the Handicapped, Office of Education, U.S. Department of Health, Education and Welfare	John A. Nesbitt, Project Director, Recreation Education Program, The University of Iowa, Iowa City, Iowa 52242 (tel: 319/353-6808)

EVALUATION FORM

Please complete this form.

Name of Respondent (to be used in sending follow-up materials) | Date

Title (Role) | Unit/Bureau

Agency/Organization

Address: Street/Building | City

State | Zip | Telephone (include Area Code)

Background Data on Evaluator

Profession: (Check One)

___ Adapted Physical Education
___ Physical Education
___ Recreation
___ Parks
___ Parks and Recreation
___ Municipal/Community Recreation
___ Therapeutic Recreation
___ Special Education
___ Occupational Therapy
___ Physical Therapy
___ Social Work
___ Speech Therapy
___ Other

Title: (Check One)

___ Administrator
___ Consultant
___ Supervisor/Consultant
___ Leader
___ Technician/Aide
___ Volunteer
___ Principal
___ Teacher
___ Other

Population Served (Check where appropriate)	Grade: Pre-Sch.	K	1	2	3	4	5	6	7	8	9	10	11	12	12+
Non-Handicapped															
Aged with Impairments															
Blind & Visually Hand.															
Deaf & Hard of Hearing															
Deaf-Blind															
Drug Problems															
Learning Disabilities															
Mentally Retarded-Tr.															
Mentally Retarded-Ed.															
Physically Handicapped															
Speech & Comm. Impair.															
Social Offenders-Adult															
Social Offenders-Youth															
Other Health Impairments															

Check closest amount of the Institute/Session you were able to attend:

___1/4 ___1/2 ___3/4 ___full Institute/Session

The Institute/Session and Materials

Please check in appropriate box: 0 - No response/omit
1 - Very negative
2 - Negative
3 - Satisfactory
4 - Positive
5 - Very Positive

Institute/Session Presentations

My rating of the	0	1	2	3	4	5
...presentation of models is						
...guidelines, goals, statements is						
...printed brochures and materials is						
...audio-visual materials used is						
...lectures and presentations is						

Quality of Interaction

My rating of the						
...opportunity to ask questions, respond to presentations, is						
...opportunity to engage in information exchange with other participants is						
...opportunity to engage in social exchange and to interact is						

Institute/Session Organization

My understanding of the Institute/Session objectives was						
My rating of the						
...Institute/Session facilities is						
...Institute/Session publicity is						
...Institute/Session staff work is						
...Institute/Session operation is						

Comments, Needs, Observations

Please comment about the Institute/Session, your current needs, etc., as you see fit. We will send information in answer to your requests.

PLEASE check your level of interest in the following possible topics for in-service training in recreation programming and activity and for information service.

0 No need for training/information
1 Low need for training/information
2 Moderate need for training/information
3 High need for training/information

	0	1	2	3
Rationale				
Philosophy, attributes, values				
Advocacy				
Consumerism				
Program				
Goals				
Organization				
Activities				
Aquatics				
Arts-Graphics				
Career Education/Guidance				
Crafts				
Cultural/Ethic				
Collecting and Hobbies				
Dance				
Drama				
Educational Activities				
Entertainment				
Fitness				
Games				
Leisure Careers Guidance				
Leisure Careers Training				
Leisure Counseling (guidance, settlement)				
Leisure Education				
Leisure Skills Education				
Mental/Literary				
Music				
Outdoor Recreation/Education				
Social Organization				
Special Events				
Sports-Individual Competitive				
Sports-Individual Non-Competitive				
Sports-Team, Competitive				
Tourism and Travel				
Voluntary Service				
Programs/Services				
Therapeutic Recreation Service/Program				
School Recreation Program				
Community Recreation Program				
Model Programs				

	0	1	2	3
Administration of Programs/ Services				
Organization				
Sources of Funding				
Fiscal Management				
Personnel				
In-Service Training				
Inter-Agency Cooperation				
Public Information				
Community Organization				
Area/Facility Resources				
Community Resources-finding and using				
Special Considerations/Problems				
Medical Requirements, Releases				
Safety/Health				
Insurance for Participants, Leaders				
Transportation Problems				
Accessibility Barrier				
Negative Attitudes				
Sources of Information (materials)				
Leisure Counseling				
The Counseling Process				
Resources-availability and utilization				
Assessment				
The Assessment Process				
Assessment				
Planning				
Decision making				
Implementation				
Evaluation and revision of plan				
Instruments				
Standardized instruments				
Non-standardized instruments				
Inventories, checklist				
Behavior Scales				
The Leisure Education Class				
Objectives				
Lesson units, assignments				
Individualizing the course				
Field experience				
Follow up and evaluation				
Courses with Direct Contribution to Leisure Education				
Art				
Physical Education				
Music				
Others				
Courses with Indirect Contribution to Leisure Education				
Math				
Science				
Social Studies				
Others				

Please list three recreation (arts, recreation, play, sports, etc.) activities that you currently offer in your classes.

1. _____

2. _____

3. _____

Please list three recreation activities you would like to offer.

1. _____

2. _____

3. _____

Please list three skills that you would like to learn through in-service training.

1. _____

2. _____

3. _____

Please make any general comments or observations that you believe appropriate.

_____

_____

_____

_____

_____

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_____

_____

_____

_____

_____

National Institute Community Recreation for Handicapped		
The Project	The Sponsor	The Implementor
National Institute on New Models for Community Based Recreation Programs and Services for Handicapped Children and Youth	Bureau of Education for the Handicapped, Office of Education, U.S. Department of Health, Education and Welfare	John A. Nesbitt, Project Director, Recreation Education Program, The University of Iowa, Iowa City, Iowa 52242 (tel: 319/353-6808)

ORDER FORM

Please complete this form.

Name of Respondent (to be used in sending follow-up materials) | Date

Title (Role) | Unit/Bureau

Agency/Organization

Address: Street/Building | City

State | Zip | Telephone (include Area Code)

Background Data on Evaluator

Profession: (Check One)

___ Adapted Physical Education
___ Physical Education
___ Recreation
___ Parks
___ Parks and Recreation
___ Municipal/Community Recreation
___ Therapeutic Recreation
___ Special Education
___ Occupational Therapy
___ Physical Therapy
___ Social Work
___ Speech Therapy
___ Other

Title: (Check One)

___ Administrator
___ Consultant
___ Supervisor/Consultant
___ Leader
___ Technician/Aide
___ Volunteer
___ Principal
___ Teacher
___ Other

Population Served (Check where appropriate)	Age 0-2	2-5	6-12	13-15	16-19	20-30	31-45	46-61	62 +
Non-Handicapped									
Aged with Impairments									
Blind & Visually Handicapped									
Deaf & Hard of Hearing									
Deaf-Blind									
Drug Problems									
Learning Disabilities									
Mentally Retarded-Trainable									
Mentally Retarded-Educable									
Physically Handicapped									
Speech & Communication Impairments									
Social Offenders-Adult									
Social Offenders-Youth									
Other Health Impairments									

Due to budget and time limitations, we have been able to produce only a limited number of copies of the Model descriptions. Therefore, would you please refer to the keyed information on page 9 describing the populations and disabilities served by each Model in selecting the one or two Models below you feel would be of greatest benefit to your program. If you wish to review all the Models, please let us know and we will send you the name and address of an individual/agency near you where this will be possible. (BE SURE THAT INFORMATION ON REVERSE SIDE IS COMPLETE.)

Community Models Descriptions

___National Wheelchair Basketball Assn.
___Berkeley Outreach Recreation Program, California
___Avocational Counseling Project, Milwaukee Public Schools
___Recreation Center for the Handicapped, San Francisco
___Recreation Services for the Handicapped, Inc., Memphis
___Coordinated Approach to Community Recreation, Temple University, Philadelphia
___Leisure Services State Technical Institute and Rehabilitation Center, Michigan
___Westchester Lighthouse, New York Assn. for the Blind
___Socio-Recreative Programs for the CP and/or Multiply Handicapped, United Cerebral Palsy
___Maine-Niles Assn. of Special Recreation, Skokie, Illinois
___Special Recreation Activities Unit, Nassau County Dept. of Recreation & Parks, New York
___Leisure Center, City of Portland, Maine
___Program for Special Populations, City of Wilmington, North Carolina
___ANCHOR, Town of Hempstead, New York
___Recreation Programs for the Handicapped, City of Miami, Florida
___Recreation Services for the Handicapped, City of Baltimore, Maryland
___Rehabilitation Unit, County of Los Angeles, California
___Special Services Programs, King County, Washington

Other Models Related Materials

___Delivery Systems/Models for Community Recreation for Handicapped-Handicapped Find
___Recreation Activities for Handicapped (New, Used and Adapted)
___Play, Recreation and Leisure for People Who are Deaf-Blind (a booklet edited by John A. Nesbitt)

Comments and Questions

National Institute on Community Recreation for Handicapped		
The Project	The Sponsor	The Implementor
National Institute on New Models for Community Based Recreation Programs and Services for Handicapped Children and Youth	Bureau of Education for the Handicapped, Office of Education, U.S. Department of Health, Education and Welfare	John A. Nesbitt, Director, Recreation Education Program, The University of Iowa, Iowa City, Iowa 52242 (Tel: 319/353-6708)

MATERIALS FOR DISSEMINATION

National Institute in Community Recreation for the Handicapped (& BEH Models Project)

___(002/___)"Special Projects," Concerning Purpose and Plans of National Institute on New Models for Community Based Recreation Programs and Services for Handicapped Children and Youth.
___(077/___)Press Release: "Nesbitt Directs National Community Recreation for Handicapped Project," (resume).
___(058/___)Message by Edward M. Mezvinsky Concerning National Institute.
___(074/___)Summary of Activities and Sources of Support for National Institute.
___(140/___)"Research Abstract Interests" of NICRH.
___(053/___)Press Release: "Community Recreation For Handicapped Planned At National Institute in Iowa City," July 7, 8, 9, 1976.
___(029/___)Logo of the NICRH.
___(068/___)Memorandum: John A. Nesbitt to Colorado Participants in Community Recreation for Handicapped Models Project Training and Consultation Activities of September 20-23, 1976; dates December 15, 1976.
___(052/___)Regional Institute Newsletter, No. 1; July 15, 1976.
___(000/___)Regional Institute Newsletter, No. 2; July 21, 1976.
___(049/___)Regional Institute Newsletter, No. 3; September 9, 1976.
___(076/___)Regional Institute Newsletter, No. 4; October 13, 1976.
___(050/___)Regional Institute Newsletter, No. 5; November 19, 1976.
___(017/___)Regional Institute Newsletter, No. 6; January 6, 1977.
___(003/___)Regional Institute Newsletter, No. 7; March 11, 1977.
___(005/___)Regional Institute Newsletter, No. 8; March 29, 1977.
___(000/___)Regional Institute Newsletter, No. 9; Pending.
___(000/___)Regional Institute Newsletter, No. 10; Pending.
___(037/___)"The Goals of Community Recreation for Handicapped," John A. Nesbitt.
___(021/___)"Recreation Activities for Handicapped (New, Used and Adapted)," NICRH.
___(004/___)"Leisure" - An Abstract of a Three-Year Project Submitted to The Unit on Physical Education and Recreation Bureau of Education for the Handicapped/ submitted by U of I Recreation Education Program.
___(089/___)Press Release: "University of Iowa Recreation Graduates Appointed At University's Hospital School," January 5, 1977.
___(073/___)Institute Evaluation Forms
___(340/___)NICRH Brochure; Summary of Goals and Purposes of the Special Projects.
___(058/___)NICRH: 1) Delivery Systems/Models for Community Recreation for Handicapped; 2) Handicapped Find.
___(449/___)Play, Recreation & Leisure for People Who Are Deaf-Blind; John A. Nesbitt.
___(001/___)"Leisure Fulfillment for Handicapped and The White House Conference on Handicapped Individuals, Part I - The Conference", John A. Nesbitt, 1977.

Community Models Descriptions

___(202/____)National Wheelchair Basketball Association - University of Kentucky; Lexington, Kentucky.
___(103/____)Berkeley Outreach Recreation Program; Berkeley, California.
___(114/____)Avocational Counseling for the Elderly; Milwaukee, Wisconsin.
___(129/____)Recreation Center for the Handicapped, Inc.; San Francisco, California.
___(099/____)Recreation Service Handicapped, Inc.; Memphis, Tennessee.
___(133/____)A Coordinated Approach to Community Recreation Services for Multiply Handicapped Adults; Philadelphia, Pennsylvania.
___(107/____)Leisure Services; Plainwell, Michigan.
___(145/____)The New York Association for the Blind; White Plains, New York.
___(201/____)Socio-Recreation Program for the Cerebral Palsy and/or Multiply Handicapped Individual; Hartford, Connecticut.
___(113/____)Maine-Niles Association of Special Recreation; Skokie, Illinois.
___(103/____)Nassau County Department of Recreation and Parks; East Meadow, New York.
___(141/____)Leisure Center/Portland Parks and Recreation Department; Portland, Maine.
___(197/____)Parks and Recreation Program for Special Populations; Wilmington, North Carolina.
___(220/____)ANCHOR (Answering the Needs of Children with Handicaps through Organized Recreation); Hempstead, New York.
___(089/____)Recreation Programs for the Handicapped; Miami, Florida.
___(105/____)Recreational Services for the Handicapped; Baltimore, Maryland.
___(104/____)Los Angeles County Parks and Recreation; Los Angeles, California.
___(111/____)King County Division of Parks and Recreation; Seattle, Washington.

Related Materials

___(091/___)International Symbol of Access for the Handicapped
___(006/___)"Recreation for Exceptional Children and Youth," Focus On Exceptional Children, Volume 6, No. 3, May 1974. John A Nesbitt, Larry L. Neal, and William A. Hillman, Jr.. Love Publishing Company, 1974.
___(002/___)Therapeutic Recreation Education: Developing a Competency-Based Entry-Level Curriculum. Jerry D. Kelley, Gary M. Robb, Wook Park, Kathleen J. Halberg. Illinois Community College Project. University of Illinois, 1976. 156 pages.
___(048/___)"White Oak Village," Recreational Activities for the Handicapped. Mountwood Park, West Virginia.
___(010/___)CIL (Center for Independent Living) - "The Facts."
___(022/___)CIL - "A Message."
___(003/___)CIL - The Independent, Volume 3, Number 2, Spring 1976.
___(000/___)CIL - "Berkeley Outreach History."
___(007/___)Orientation Institute on Community Recreation for the Handicapped - Application Form; Sponsored by New Jersey Department of Community Affairs.
___(028/___)City of Miami, Department of Parks and Recreation, Programs for the Handicapped (a listing).
___(016/___)City of Miami, Department of Parks and Recreation, Overview of the Programs for the Handicapped (February 1973 - May 1976).
___(068/___)City of Miami, Programs for the Handicapped - Leisure for the Handicapped Advocacy Models. Max R. Forman, Judith Faine. July 7, 1976.
___(017/___)City of Miami, Department of Parks and Recreation, "Directory of Recreational Programs for the Handicapped in Dade County - 1975-1976."
___(065/___)Boy Scouts of America, "Scout Programs for the Handicapped."
___(028/___)Boy Scouts of America, Bibliography of Relationships Division Material - Education Relationships Service (publications list), November, 1975.
___(048/___)"Specializing in Travel for the Handicapped, their relatives and friends," Ability Tours, Inc.
___(001/___)"Travel Barriers," U.S. Department of Transportation, 1970.
___(057/___)"Landscape Design to Accomodate the Handicapped," Jay Jorgensen. Distributed by the American Society of Landscape Architects Foundation.
___(047/___)"Barrier-Free Architecture: 'Yesterday's Special Design Becomes Tomorrow's Standard.'" AIA Journal, March 1975.
___(005/___)"Providing Community Recreational Opportunities for the Disabled," Shirley Bushell and Jerry D. Kelley. University of Illinois, June 1974.
___(003/___)"Federal Register," Department of Health, Education, and Welfare. December 30, 1976, Part IV: Education of Handicapped Children and Incentive Grants Program.
___(013/___)Project Aquatics. Grace Reynolds, Director. BEH, July 24, 1975.
___(029/___)Short Form for Models Description

PCEH-CRL Material*

___(150/___)"Recreation is For Handicapped People," 1975.
___(021/___)"Hiring the Handicapped."
___(016/___)"Management Views the Handicapped," Joseph P. Monge. An address at the Annual Conference, PCEH, Washington, D.C., May 3, 1968.
___(057/___)"Removing Barriers from the Pathways of the Handicapped. Reprinted by permission from Human Needs, February 1973 issue, and distributed by PCEH.
___(014/___)"Make the Bicentennial for All; Include Handicapped People."
___(058/___)"1976 Goal: Design for ALL Our Citizens..."
___(103/___)PCEH-CRL Newsletter: June-July 1973, No. 3. Employment of Handicapped in Recreation.
___(043/___)PCEH-CRL Newsletter: May-June 1975, No. 12. Designing Recreation Areas.
___(027/___)PCEH-CRL Newsletter: February-March 1976, No. 17. 1976 Olympiad for Handicapped.
___(012/___)PCEH-CRL Newsletter: Special Issue - Cultural Festival of the Handicapped Teaches a Valuable Lesson.
___(025/___)PCEH-CRL Newsletter: A Model State Committee on Recreation for Handicapped.
___(064/___)PCEH-CRL Newsletter: A Proclamation - The Leisure Needs of Handicapped People.
___(037/___)PCEH-CRL Newsletter: Section 504 and Recreation for Handicapped.
___(216/___)PCEH-CRL Newsletter: A Look at the Importance of Leisure for Handicapped People.

*Published by The Presidents Committee On Employment of the Handicapped (& Committee on Recreation and Leisure)

CARI-Impact

___(000/___)"Organizing Local Leisure Service Delivery Systems," by Dee W. Craig and Michael L. Teague.
___(122/___)"Recreational, Cultural and Leisure Services for the Handicapped in Rural Communities in Iowa," edited by David J. Szymanski.
___(139/___)"Development and Delivery of Leisure Service Programs to American Aging in Small Communities and Rural Areas," edited by Michael L. Teague.
___(224/___)"Citizen Service to Improve the Quality of Iowa's Leisure Lifestyle in Small Communities and the Rural Areas: The Board/Commission Member and the Volunteer," Journal of Iowa Parks and Recreation, Volume V, No. 4, 1976.
___(000/___)Women
___(000/___)Youth
___(000/___)Funding
___(000/___)Facility Planning
___(000/___)Arts

National Consortium on Physical Education and Recreation for Handicapped

___(101/___)Press Release: "Iowa's Nesbitt Elected President of Recreation For Handicapped Consortium;" National Consortium officers for 1976-77.

___(016/___)Memorandum: National Consortium Proposed Budget for 1976-77; September 15, 1976.

___(016/___)Memorandum No. 1: John A. Nesbitt to Consortium; General Information; September 25, 1976.

___(008/___)Memorandum No. 2: John A. Nesbitt to Consortium; General Information; December 22, 1976.

___(002/___)"Recreation Services for the Handicapped and Public Law 94-142; Testimony Presented February 3, Public Hearing on Public Law 94-142, Washington, D.C., by John A. Nesbitt.

___(004/___)"Leisure Assessment and Planning With the Person Who is Handicapped; A Basic Need and Process in Relation to Public Law 94-142, Education For All Handicapped Act of 1976," by John A. Nesbitt; May 12, 1976.

___(019/___)Denver Professional Preparation Conference Report, from John A. Nesbitt; September 10, 1976.

___(003/___)Schedule For Annual Meeting: National Consortium on Physical Education and Recreation for the Handicapped; September 23-25, 1976.

___(022/___)PCEH-CRL Newsletter: Testimony on Barriers to Handicapped Recreation Participation by John A. Nesbitt; Boston, Massachusetts; October 21, 1976.

___(001/___)Press Release: "Nesbitt Testifies on Barriers to Handicapped Recreation Participation by John A. Nesbitt; Boston, Massachusetts; October 2, 1976.

___(094/___)Memorandum: John A. Nesbitt to Selected Individuals and Consortium on Public Hearing on 94-142 to be held February 3, 1977; dates January 12, 1977.

___(095/___)Letter by John A. Nesbitt to Mr. Thomas B. Ervin; January 12, 1977.

___(048/___)Memorandum: John A. Nesbitt to Selected Individuals Concerning February 3 Public Hearing; February 1, 1977.

___(095/___)Memorandum: John A. Nesbitt to Consortium Concerning Testifying and Letter Writing on Public Law 94-142; February 4, 1977.

___(021/___)"Therapeutic Recreation Service Needs Related to Handicapped Children;" Statement submitted by John A. Nesbitt before U.S. Senate Subcommittee on the Handicapped, March 21, 1977; dated February 24, 1977.

___(016/___)"Therapeutic Recreation Service Needs Related to Handicapped Children;" Summary submitted by John A. Nesbitt before U.S. Senate Subcommittee on the Handicapped, March 21, 1977; dated February 24, 1977.

___(032/___)Memorandum: John A. Nesbitt to Selected Individuals Concerning Past, Current, and Proposed Activity Regarding Public Law 94-142; April 2, 1977.

___(250/___)Telegram to Joseph Califano, Secretary of Department of Health, Education and Welfare, Uring Release of 504 Regulations; April 12, 1977.

Special for the
Institute, National Therapeutic Recreation Society
Congress, National Recreation and Park Association
October 1977
Las Vegas, Nevada

Please check items on which you wish information and complete the form below:

___ National Institute on Community Recreation for the Handicapped. Project funded by the U.S. Bureau of Education for the Handicapped deals with basic delivery system models: Consumer, Leisure Competency, Advocacy, Special Services, Education, Parks and Recreation, Creative and Performing Arts, Rehabilitation, Support Services and Voluntary Health Agencies. Descriptions of 18 basic community delivery models. Information also available on Charter of Leisure Rights and Responsibilities of Handicapped Research Reports, Funding Sources, etc.

___ National Institute on Recreation for Deaf-Blind. Project funded by the U.S. Bureau of Education for the Handicapped deals with rationale, activities, programs, organization and delivery of service in institutions and in the community, research, sources of technical materials and assistance.

___ Educating the Handicapped Child for Leisure Fulfillment (and P.L. 94-142). IN PREPARATION; available December 1977. Covers rationale for leisure service, leisure education, assessment of leisure functioning, explanation of definition of "recreation as a related service" based on legislation and implications for program and service delivery, in-service training, standards for personnel, etc.

___ Leisure Fulfillment for Handicapped and the White House Conference on Handicapped Individuals, Part I, the Conference. Reports general background of the conference, on workshops on recreation and the arts, on recreation exhibits and activities at the Conference, new groups, civil rights issues, 10 observations on recreation developments, resolutions on recreation, parks and leisure passed by work groups and releases by HEW Secretary Califano and Department of Labor.

Your Name_____

Title_____

Organization_____

Address_____

City/State/Zipcode_____

Telephone #_____

Your Role (consumer, advocate, parent, professional)

_____

Area of Interest_____

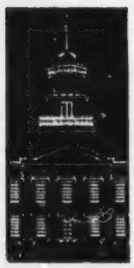
Please send your completed request form to:

John A. Nesbitt
Recreation Education Program
University of Iowa
W 612A East Hall
Iowa City, Iowa 52242

The University of Iowa
Iowa City, Iowa 52242

Recreation Education Program

(319) 353-4989



June 13, 1977

File: Models/Institutes/
Hyannis

Dear Hyannis Participant:

During the meeting you asked for a mailing of special materials. We hope that the enclosed information and documents answer your requests.

If you have any additional requests or questions, please let us know.

Very best regards,

Sincerely,

John A. Nesbitt, Professor
Recreation Education Program

JAN/al

encl: REGIONAL INSTITUTE NEWSLETTER No. 8
Recreation is For Handicapped People Brochure
Recreation Activities for Handicapped (New, Used and Adapted)
Directory of Recreational Programs for the Handicapped in Dade County 1975-1976
Scout Program for the Handicapped
Play, Recreation and Leisure for People Who Are Deaf-Blind
PCEH Newsletter - Special Edition
PCEH Newsletter - "A Look at the Importance of Leisure for Handicapped People"
Partial Review of Research, Critical Review of the Literature and Handicapped Find - National Institute, July 7, 8, 9, 1976
Thumbnail Sketch - Preliminary Responses of National Survey - Models
Delivery Systems, Handicapped Find - NICRH
A Review of Direct Federal Assistance for Local Programs for Leisure Opportunity for the Handicapped - Richard MacNeil

Audio-Visual Aides Compiled for the National Institute on Community Based Recreation and Leisure Programs and Services for Handicapped Children and Youth

Compiled by Ms. Sue Flood, M.A.

AUDIOVISUAL MATERIALS FOR THERAPEUTIC RECREATION: INVENTORY

1. Leisure Time Activities for Deaf Blind Children - 7 cassettes, 1 viewer, 1 manual

AUDIO CASSETTE TAPES - NATIONAL RECREATION AND PARKS ASSOCIATION (NRPA)

1. "Future Leisure Environment as Forecast by Experts, 1975.
2. "Division of Women and Minority Program - Women in Leisure Institute", 1976.
3. "Games for the Handicapped", 1976.
4. "The Consumer Recreator in the Community", 1976.
5. "Leisure Education and Techniques for its Implementation", 1976.
6. "Training Your Board - Commission Members", 1976.
7. "Futuristic Trends in Recreation and Parks", (A) 1976.
8. "Futuristic Trends in Recreation and Parks", (B) 1976.
9. "Education Session: Community Recreation with the Handicapped", 1976.
10. "Education Session: Small Community Recreation: The New Frontier", 1976.

GENERAL

1. Everybody Wins! Dorothy Jongeward
2. Applied Imatination / Osborn
3. Success thru T.A. / Meninger
4. I'm O.K. -- You're O.K.

VISUAL MEDIA

1. Scouting Unlimited - AV591 4 boxes slides, 4 cassette narration.
2. Three carousels of Pomeroy Handicapped Children Activities (350 slides)
3. Six boxes of still-life slides from the 1976 National Institute for Handicapped.
4. Seven 60 minute video cassette tapes.
5. A Model Law for Handicapped - Two film strips, one cassette.
6. Education pack P.L. 94:142. The Education for all Handicapped Children Act, three cassettes - Introducing, complying works for children, three film strips.
7. Developed pictures of handicapped children and facilities.
8. One box CARI-Impact Park Planning Slides.
9. One cassette Environmental Education - Macbride Hall Museum.
    a. Museum Techniques
    b. Mammal Hall
    c. Bird Hall
10. Two slide type shows on Boy Scouts of America.

VIDEO-TAPE CASSETTES (Edited by Ms. Sue Flood, M.A.)

I. "Overview of Community Recreation Models for the Handicapped"	27 min.	Nesbitt, MacNeil, Vessell, Butler, Sternfeld, Kelley, Seymour, Zucker, Boulos, Vaughan.
II. "Charter - Rights and Responsibilities for the Handicapped"	24 min.	Forman, Swisher, Butler, Kelly, Sygall, Barney, Rhodes.
III. "Goals and Objectives of Community Recreation for the Handicapped"	16 min.	Vaughan, Cogley, Vessel.
IV. "Ten Year Goals"	20 min.	Hippolitus, Jordan, Maddy, Greenlove, Ackner.
V. "Models Special Recreation Model"	24 min.	Butler, Sternfeld, Barney, Labanowich, MacNeil.
VI. "Leisure Consumer Model"	30 min.	Labanowich, Park, Ebbert, Rhodes.
VII. "Leisure Competency Model"	30 min.	Overs, Dowell, Maddy, Hippolitus, Teaff.
VIII. "Commercial Recreation Model"	20 min.	Park, Labanowich, Zucker, Hippolitus.
IX. "Voluntary Health Agency Model"	20 min.	Ivory, Shivers.
X. "Creative and Performing Arts Model	30 min.	Nesbitt, Lee Gunn.
XI. "Community Service Model"	20 min.	Delotto, Seymour.
XII. "Rehabilitation Welfare Model"	30 min.	Jordan, Teaff, Pomeroy, Vaughan, Wilhite, Nesbitt.

XIII. "Education Model"	20 min.	Swisher, Brown, Szymanski.
XIV. "Support Service Model"	30 min.	Hitzhusen, Kasson, Ellis, Vaughan.
XV. "Leisure Advocacy Model"	20 min.	Forman, Studstill, Szymanski.
XVI. "Interviews on Community Recreation"	20 min.	Evans, Sygall, Hippolitus, Shivers.

Slides

San Francisco Recreation Center for the Handicapped, 400 slides- Pomeroy.